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ABSTRACT

A social studies framework for grades K-12 contains six sections. Seven social studies goals and their components are presented on the inside covers of the volume. An introduction describes the K-12 program rationale. A section on scope and sequence is divided into subsections for each grade level. For each grade level, a brief entry presents grade theme, skill and content emphases, and resource units. Grade level objectives, divided by grade, are contained in another section. The social studies goals one through five and seven are matched with specific grade level content and skills as appropriate. Goal number six, skill objectives, is treated separately; in matrix format, individual skills are correlated with appropriate grade levels. A final section contains concept and geography-related social studies vocabulary. Two appendices list basic social studies project objectives and grade level vocabulary. (LP)

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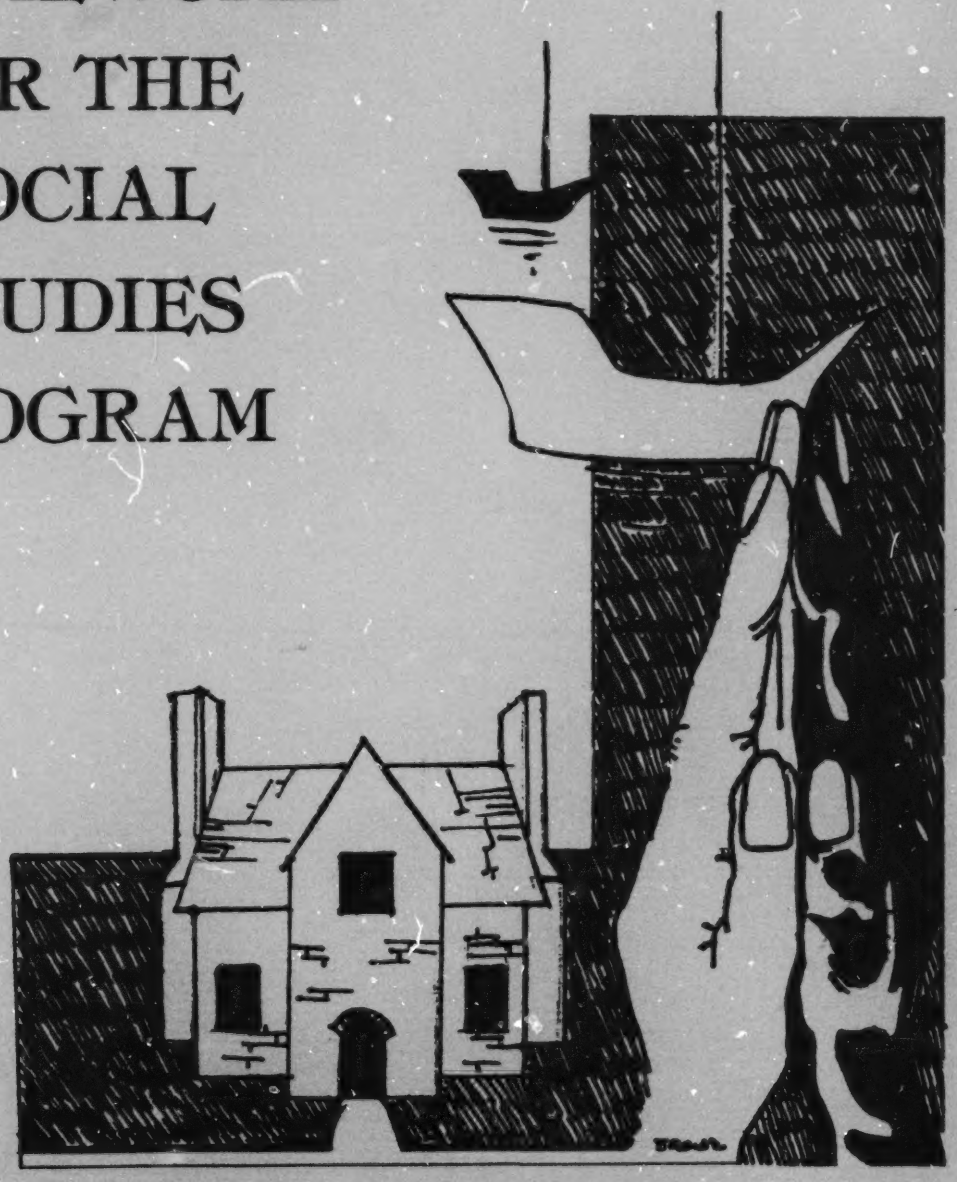
FRAMEWORK FOR THE SOCIAL STUDIES PROGRAM



ST. MARY'S COUNTY PUBLIC SCHOOLS
Leonardtown, Maryland

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GOALS

GOAL 1: To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

1.1 Understand the basic principles of American government expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws.

1.2 Understand the major ideas and historical events from which the American political system has evolved.

1.3 Understand the rights and responsibilities of individuals in the United States.

1.4 Understand the organization, functions, and decision-making processes of the three branches of government at local, Maryland, and national levels.

1.5 Understand electoral processes in Maryland and the United States.

1.6 Understand how government is influenced and changed by the support and dissent of individuals and interest groups.

1.7 Understand the importance of participation in community service and civic improvement.

GOAL 2: To help students understand the historical development and current status of the economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

2.1 Understand how unlimited wants and the scarcity of resources affect consumers, producers, and government.

2.2 Understand economic specialization, exchange, and interdependence in the United States and throughout the world community.

2.3 Understand the historical development and current operation of the market economy in the United States.

2.4 Understand the historical development and operation of government monetary, taxation, and regulatory policies.

2.5 Understand the factors that have contributed to economic growth in the United States.

2.6 Understand the historical development and contemporary roles of labor, farm, and business organizations.

2.7 Understand the past and present economic characteristics of Maryland and its communities.

GOAL 3: To help students know, understand, and respect themselves and the diversity of individuals in American society.

3.1 Build a positive self-concept and acceptance of others.

3.2 Understand how people function as individuals and as members of groups.

3.3 Understand the history and contributions of ethnic, racial, religious, and other diverse groups.

3.4 Appreciate that people in a pluralistic society communicate and express themselves in different ways.

3.5 Understand the impact of social institutions and the media on individuals and groups in society.

FRAMEWORK FOR THE SOCIAL STUDIES PROGRAM

1983

ST. MARY'S COUNTY PUBLIC SCHOOLS
Leonardtown, Maryland 20656

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Foreword

Great emphasis has always been placed on the social studies program in the St. Mary's County Public Schools. Beginning in 1965, teachers, principals, and supervisors in the Tri-County area worked together to develop curriculum materials for a Tri-County K-12 social studies program. The initial effort was a social studies framework contained in the Guidelines for a Proposed Program in the Social Studies. Other efforts, which resulted in the development of a scope and sequence of skills, a social studies vocabulary list, and resource units to implement the program, continued until 1978 when the Tri-County project ended.

Although the Tri-County social studies curriculum was appropriate for a time, continued change in society, in teaching strategies, and in the needs of students dictated revision. Some information contained in many of the resource units was no longer appropriate. In addition, the Maryland State Department of Education enacted the Maryland Social Studies Bylaw in January, 1982. That bylaw established goals and subgoals in a framework entitled Social Studies: A Maryland Curricular Framework for implementation in all county school systems by September, 1985.

During the summer of 1982, at a social studies workshop, St. Mary's County teachers representing grades K-12 reviewed trends in social studies, scope and sequence charts, and frameworks for recently developed social studies programs. The workshop participants examined the goals and subgoals for the social studies developed by the Maryland State Department of Education. The recommendations made by all elementary school and secondary school teachers of social studies on a survey conducted in May, 1982, were also considered.

Analysis of the aforementioned information provided direction for curriculum revision. It was agreed that the new framework for the social studies program would begin with the state goals and subgoals and would include grade level knowledge objectives to illustrate those goals and subgoals.

Teams for each grade generated the theme or subject, the scope and sequence of units, and the grade level objectives. These were reviewed and edited by the entire group.

A time frame was established for review of the framework by all elementary school and secondary school teachers of social studies, the development of the social studies skills section of the framework, and implementation of the program. Implementation of the new St. Mary's County social studies program began in September, 1983, with the distribution of the Framework For The Social Studies Program and units prepared by grade level teacher teams at the 1983 summer workshop.

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1983-84

Recommended Time Frame for Implementing Maryland Studies

Maryland Studies Units	Dates	Number of Days
Geography of Maryland	September 6-October 11	25
History of Maryland	October 12-January 19	62
Career Education	January 23-February 24	24
Maryland State and Local Governments	February 27-April 19	37
Consumer Economics	April 30-June 14	32

INTRODUCTION

Social studies education provides unique perspectives about life that cannot be duplicated in any other curriculum. It is the social studies curriculum that describes the organization and development of human society. By focusing on people's participation in society it integrates the individual social roles of self, friend, family member, worker, consumer, and citizen and reveals the relationships among people in various social settings and the interdependence that exists among all peoples throughout the world.

A social studies program that helps students arrive at these unique perspectives requires that the selected content be taken from a broad historical base. It includes studies of cultures and civilizations that illustrate those significant events which have affected people throughout time. Through the use of a multidisciplinary approach each social science discipline provides information that helps to explain the relationships among significant historical developments, the people involved, and the resulting conditions.

In addition, citizenship education is of significant importance to the social studies program. It addresses the relationships between individuals and political entities and the organized efforts to influence public policy. The concept of citizenship emphasizes the knowledge of the social studies disciplines; knowledge of duties, freedoms, and ideals of a democratic citizen; commitment to democratic values; decision making; moral reasoning; understanding global perspectives; and equitable relations between individuals and social institutions. Citizenship education also focuses on the citizen role. This role suggests important activities including voting, obeying just laws, challenging unjust laws, paying taxes, serving in the armed forces, participating in political parties, advocating positions on public issues, working for volunteer organizations, and holding public office. In relation to citizenship, social studies has a major and unique contribution to make for it is the social studies that provides the basic knowledge, skills, and values needed to understand and participate effectively in the affairs of the United States.

In recent years pressures have been placed on social studies programs to include environmental education, values education, career education, consumer education, and ethnic studies as separate and distinct courses of study. Although this concept has merit, the net effect of this approach has been to disrupt and fragment social studies programs. In order to preclude fragmentation, the presentation of enduring issues in each of these areas must be included within the social studies program and must be presented with candor. By integrating issues from these areas into the curriculum a coherent program and the integrity of social studies is maintained and enhanced.

The social studies program also has the responsibility for skills instruction. The ability to relate knowledge and concepts to contemporary situations is dependent upon the mastery of analytic skills. The opportunity must be provided to process information by classifying information, hypothesizing, making comparisons, drawing inferences, synthesizing, interpreting, generalizing, and evaluating information. Command of access skills, including globe and map skills, time and chronology skills, and specialized concept vocabulary, also contributes to the ability to relate knowledge and concepts to situations. Mastery of information-processing skills and access skills provides effective tools to rationally evaluate situations and embark on realistic courses of action.

Rational evaluation of situations and appropriate courses of action are also dependent upon acquiring affective skills. Personal, social, and group interaction skills must be developed within the social studies program. Learning the responsibility for one's actions, developing positive self-concepts, and developing appreciation for people with different beliefs, values, and cultures are significant aspects of the social studies program. Mastery of affective skills provides the ability to recognize the dignity and worth of human beings and the ability to use this concept in the decision-making process.

It is the social studies program that combines the acquisition of knowledge and skills with the application of democratic beliefs. It embraces the concepts of human freedom, human dignity, citizenship, and interdependence, discusses them openly and relates them to history and contemporary affairs. If democracy is to continue to succeed in the United States, people must be informed, must be able to think analytically, and must embrace those values that make them empathetic toward other human beings. It is the responsibility of the social studies program to provide learning experiences that will produce effective and responsible citizens.

SCOPE AND SEQUENCE

Kindergarten

Theme: Learning About Myself and Others

In kindergarten, social studies is a part of an interdisciplinary program which stresses perceptual-motor development, language development, concept formation, prereading instruction, and readiness for mathematics.

The Framework for the Social Studies Program contains goals, grade level objectives, and skills which are appropriate for kindergarten. These goals, grade level objectives, and skills are addressed through the total kindergarten program rather than through discrete resource units for the social studies.

Grade 1

Theme: Living in a Family

The program emphasizes family life today and provides for comparisons with family life in other places. The units provide opportunities for students to learn about different family patterns, the varying roles of members in different families, the economics of family living (earning, making choices, spending), and family recreation.

Resource units to implement the program:

1. I Am Part of a Family
2. Family Members Work
3. Special Families
4. Families in Mexico

Grade 2

Theme: Living in the Community

The expanding environment scheme moves from a study of family life in the first grade to a study of the functions of living in the community at grade two. The concept of community is developed. Emphasis is placed upon selected community services.

Attention is given to the rights and responsibilities of citizens within the community and to an awareness of national heritage.

Resource units to implement the program:

1. The Neighborhood
2. Community Life in St. Mary's County and Southern Maryland
3. Community Services Help Keep Us Safe and Healthy
4. Patriotic Symbols and Observances (National-Community-State)

Grade 3

Theme: Life in Communities Around the World

The program encompasses a study of selected communities around the world. Students learn about the geography of each area and how the people meet their basic needs. Students also investigate work, education, recreation, transportation, communication, and government. Likenesses and differences in the daily life of the people in the various communities are considered.

Four units deal with present day communities. One unit focuses on the historical approach to the study of the community and is a transitional unit bridging the third grade present day approach to the fourth grade historical approach.

Resource units to implement the program:

1. Life in Communities of Norway
2. Life in Communities of Japan
3. Life in Communities of Ghana
4. Life in Communities of India
5. Life in Communities of the Frontier

Grade 4

Theme: Maryland in a Growing Nation

The program includes an historical study of the exploration, founding, and growth of the United States with particular attention given to Maryland. Emphasis is placed on the contributions of various ethnic groups to the state and to the nation. Geographic, economic, and cultural studies of Maryland during the colonial period and today are included.

Resource units to implement the program:

1. First Americans
2. The Explorers
3. The Settling of Maryland
4. Maryland in Colonial America
5. Living in Maryland Today

Grade 5

Theme: Regional Studies of the United States

The program encompasses a regional study of America. It is designed to illustrate the geographic, cultural, economic, and historical development of several regions of the United States. Comparisons are drawn between regions, emphasizing their importance today.

Resource units to implement the program:

1. Regions of the United States
2. A Regional Study of New England
3. A Regional Study of the South
4. A Regional Study of the Great Plains
5. A Regional Study of the Southwest
6. Alaska or Hawaii

Grade 6

Theme: World Studies

The program provides an opportunity for students to examine the life of people in various environments around the world including: Europe, Africa, Latin America, Asia, and the Middle East. The program begins with a unit strongly emphasizing the social studies skills necessary for world studies. Thereafter the students consider the physical and cultural characteristics of an area and explore in-depth one or more countries which are representative of the area. The social studies skills on which students receive instruction in the first unit are reinforced in each succeeding unit.

Resource units to implement the program:

1. Social Studies Skills and Concepts
2. Geography and Cultures of the Middle East and North Africa
3. Geography and Cultures of Africa
4. Geography and Cultures of Latin America with a Focus on Mexico or Brazil
5. Geography and Cultures of Western Europe with a Focus on the Federal Republic of Germany
6. Geography and Cultures of the Union of Soviet Socialist Republics
7. Geography and Cultures of Asia with a Focus on the People's Republic of China

Grade 7

Theme: The Development of the United States

The purpose of the program is to help students understand how the United States was formed, why it developed as it did, and its geographic setting.

The tailoring of the European experience to an alien environment, the struggle for independence, the forming of a new government, the molding of that government into a viable political institution in a rapidly expanding nation, and the agony of civil war and reconstruction are subjects for in-depth study. While the program emphasizes a chronological approach, people and events selected as illustrative of their times receive special attention.

The program is designed to be introduced by a geographic study of North America. The social studies skills on which students receive instruction in the first unit are reinforced in each succeeding unit.

Resource units to implement the program:

1. Geographic Study of North America
2. Settlement of the Americas
3. The Colonists Unite in the Cause of Liberty: Colonial Period-American Revolution
4. Forming a New Nation
5. Westward Expansion
6. Growing Sectional Rivalries
7. Civil War
8. Reconstruction

Grade 8

Theme: Maryland Studies

This program is designed to help students gain a basic understanding of their state and local community, and to develop life skills which will enable them to become more informed citizens.

The first part of the program emphasizes local and state history, geography, culture, and political structures. The second part provides students with the opportunity to explore career possibilities and evaluate their interests and abilities in relation to the world of work. The third part focuses on the organization and structure of Maryland state and local governments. The final part of the program concentrates on the development of consumerism skills. An examination of relevant economic and social problems provides students with critical thinking and decision-making experiences needed to develop responsible citizens.

Resource units to implement the program:

1. Geography and History of Maryland
2. Exploring Careers
3. State and Local Governments of Maryland
4. Consumer Economics

Grade 9

Theme: Citizenship

This course is concerned with the values and ideas underlying the American democratic system, the evolution and functioning of local, state, and federal government, the subtleties of political power, the changing concepts of the role of government, and the rights and responsibilities of citizens. The course is designed to help students acquire relevant knowledge, attitudes, skills, and experiences to become effective, participating, and responsible citizens of society.

Resource units to implement the program:

1. We the People
2. Structure and Process of Government
3. The Citizen and the Democratic Political Process
4. Individual, Societal, and Constitutional Rights
5. Career Plan Development

Grade 10

Theme: The Development of Civilization

This course is a chronological history of the world that illustrates the interdependence of people. The course is divided into three parts including the ancient world, modern European history, and the world in the 20th century. The first part examines the geographic, economic, and social conditions that led to the development of ancient civilizations. Emphasis is placed on the contributions of each civilization as it influenced the modern world. This is followed by a chronological history of Western Europe. The concepts of industrialization, nationalism, revolution and imperialism are examined. The third part of the course introduces students to the contemporary world with a focus on the interdependent relationships of nations.

This course is designed to help students to identify, understand, and appreciate the aspects of world history that demonstrate the need for human interdependence and global cooperation.

Resource units to implement the course:

1. The Dawn of Mankind
2. Ancient Civilizations
3. Medieval Europe
4. Renaissance and Reformation
5. Rise of Nations
6. Exploration
7. Industrial Revolution
8. French Revolution
9. Nationalism
10. Russian Revolution
11. World War I
12. Between the Wars
13. World War II
14. Global Tensions
15. Development of the Third World

Grade 11

Theme: The United States in its World Setting

This course deals with the growth of American ideas and institutions. It views the United States in its world setting with emphasis on United States History since Reconstruction. The course devotes attention to the economic, social, political, and diplomatic development of the American nation.

The first part of the course reviews the period from early settlement through Reconstruction. Previously acquired geographic skills and historical knowledge are reinforced. The remainder of the course is a chronological survey of American history focusing on important domestic and foreign issues which have determined the character of contemporary America. Contributions made by many diverse groups to the development of the American ideal are stressed throughout the course.

Resource units to implement the course:

1. Settlement
2. Revolution
3. Expansion of the United States
4. The Civil War and Reconstruction
5. Rise of Industrial America
6. The Progressive Era
7. The United States Becomes a World Power
8. Depression and the New Deal
9. International Crises
10. The United States and World Affairs Since 1945
11. Political and Domestic Issues Since 1945

Grade 12

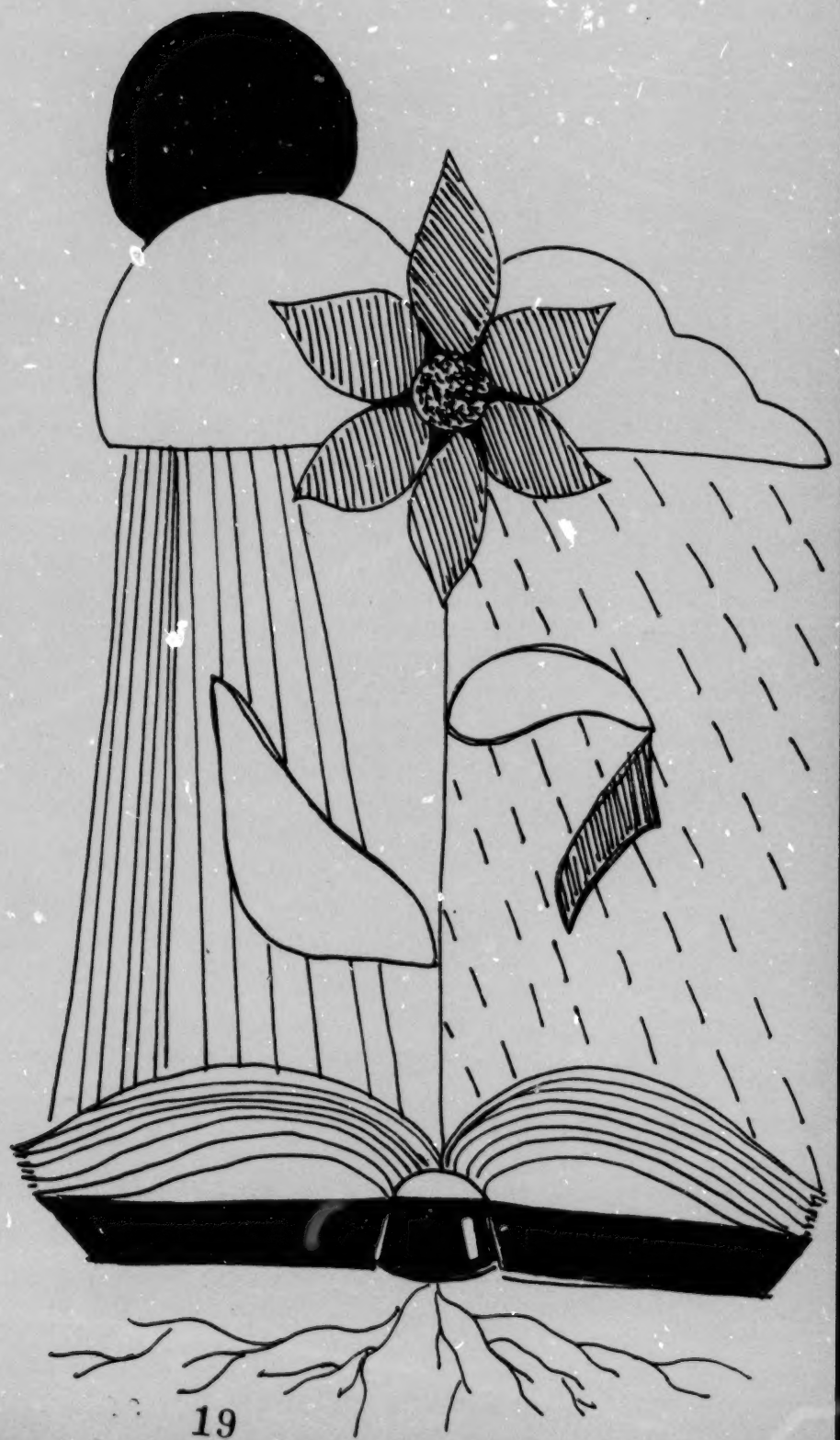
Theme: Contemporary Issues

This course is designed to satisfy the high school graduation requirement for one unit of credit in a social studies course or courses dealing with contemporary issues including local, state, and national governments. It will develop those understandings and skills which are necessary for citizens to exert an influence on the American political and economic systems. Through a study of international relations students become aware of the fact of global interdependence. The critical study of current local, national, and international issues enables students to synthesize their knowledge into a coherent pattern so they can understand and deal with those issues.

Resource units to implement the course:

1. Analysis of Current Issues
2. The American Political System
3. Economics and the Free Enterprise System
4. International Relations

GRADE LEVEL OBJECTIVES



GRADE K

THEME/COURSE: Learning About Myself and Others

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1
1.2
1.3
1.4
1.5
1.6
1.7

The student will understand that:

2.1
2.2
2.3
2.4
2.5
2.6
2.7

The student will understand that:

3.1.K.1 Individuals need to accept themselves and others.
3.2.K.1 Everyone has work to do at home and at school.
3.2.K.2 Everyone has something worthwhile to contribute to a group.
3.2.K.3 People are alike in many ways and different in some ways.
3.3
3.4
3.5

GRADE K

THEME/COURSE: Learning About Myself and Others

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1.K.1 Individuals assimilate the customs and values of their families.

4.2

4.3

4.4

4.5

4.6

The student will understand that:

5.1

5.2.K.1 People are affected by their environment.

5.3.K.1 Families provide for the basic needs of their members.

5.4

5.5.K.1 People communicate and travel in many ways.

5.6.K.1 People work to keep their surroundings clean, safe, and attractive.

The student will understand that:

7.1.K.1 Individuals need to follow school rules and regulations.

7.2

7.3

7.4.K.1 Each member of a group is important.

7.5

7.6.K.1 Cooperation among individuals is necessary in school.

11

GRADE 1 THEME/COURSE: Living in a Family

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1

1.2

1.3

1.4

1.5

1.6

1.7

The student will understand that:

2.1.1.1 Families must make choices concerning the use of resources available to them.

2.2

2.3

2.4

2.5

2.6

2.7

The student will understand that:

3.1.1.1 Each member of the family is important.

3.2.1.1 Living in a family helps people understand themselves and others.

3.3

3.4.1.1 Families are alike in many ways but different in some ways.

3.5

GRADE 1 THEME/COURSE: Living in a Family

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2.1.1 Family values, customs, and traditions are transmitted from generation to generation.

4.3

4.4

4.5.1.1 Families depend on people in other parts of the world for products.

4.6

The student will understand that:

5.1

5.2.1.1 Families affect and are affected by their surroundings.

5.3.1.1 Families work to provide food, clothing, and homes.

5.4

5.5.1.1 Families use transportation to help provide for their needs.
5.5.1.2 Family members communicate with others in a variety of ways.

5.6.1.1 Family members work together to maintain their environment.

The student will understand that:

7.1.1.1 Living within the family requires cooperation and self-discipline.

7.2

7.3

7.4.1.1 Family values are important and should be respected.

7.5.1.1 Family members should recognize the rights of others.

7.6.1.1 Family living requires that members accept their share of the responsibilities.

GRADE 2

THEME/COURSE: Living in the Community

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1

1.2

1.3

1.4

1.5

1.6

1.7.2.1 Various agencies and organizations work for the welfare of the community.
1.7.2.2 Volunteers work for the welfare of the community.1

The student will understand that:

2.1.2.1 Community resources can be used wisely or can be wasted.

2.2.2.1 People living in the community depend upon each other.

2.3

2.4

2.5

2.6

2.7.2.1 Economic factors affect community life.

The student will understand that:

3.1.2.1 All people within the community have worth.

3.2.2.1 People living in the community work as individuals and in groups in order to sustain and improve their way of life.

3.3.2.1 The community reflects the values and contributions of its members.

3.4.2.1 People living within the community express themselves in many ways.2

3.5.2.1 Social institutions, such as the school, church, and the media influence the community.

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.4
2.PB-3.1.1.6

GRADE 2

THEME/COURSE: Living in the Community

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2.2.1 Life in the community reflects varied cultural backgrounds.

4.3

4.4

4.5

4.6

The student will understand that:

5.1

5.2.2.1 Southern Maryland's development is affected by culture and technology.

5.3.2.1 Many different kinds of workers are necessary to supply all the needs of the people in the community.

5.4.2.1 People in the community affect and are affected by the environment.

5.5.2.1 People living in a community depend upon communication and transportation.

5.6.2.1 Community members work to protect their environment.[1]

The student will understand that:

7.1.2.1 Rules and regulations exist to promote safe and healthful community living.[2]

7.2

7.3.2.1 Special symbols and observances are used to reflect citizenship in Maryland and the United States.

7.4.2.1 Respect for the rights of others contributes to harmonious community living.[3]

7.5.2.1 The democratic process is reflected in community living.[4]

7.6.2.1 People have a responsibility to participate in community activities.[5]

PROJECT BASIC OBJECTIVES

1.PB-2.2.1.2
2.PB-3.2.1.2
3.PB-3.2.1.2
4.PB-3.1.1.1
5.PB-3.1.1.4

GRADE 3

THEME/COURSE: Life in Communities Around the World

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1

1.2.

1.3.3.1 Individuals in a community have rights and responsibilities.

1.4

1.5

1.6.3.1 Laws change to meet the needs of the people.

1.7.3.1 Community living requires that people participate and cooperate.

The student will understand that:

2.1.3.1 Cooperation is required among communities in the proper development and use of resources.

2.2.3.1 People living in one community depend upon other communities.

2.3

2.4.3.1 Different communities have different mediums of exchange for the purchase of goods and services.

2.5

2.6

2.7

The student will understand that:

3.1.3.1 Knowing about people in other communities is essential to developing an understanding of and respect for their values.

3.2.3.1 People live by individual and group decisions.

3.3.3.1 Communities reflect many cultural influences.

3.4.3.1 People in communities express their interests in a variety of ways.

3.5.3.1 Social institutions provide services for community members.

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.6

GRADE 3

THEME/COURSE: Life in Communities Around the World

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1.3.1 Knowledge of the past contributes to better understanding of community life today.[1]

4.2

4.3.3.1 Communities are constantly changing as the result of new ideas, materials, and inventions.

4.4

4.5.3.1 People plan together to solve the problems of community living.

4.6

The student will understand that:

5.1

5.2.3.1 People in communities around the world adapt to and modify their environment in different ways.[2]

5.3.3.1 Community needs are supplied by a system of production and distribution of goods and services.

5.4.3.1 The location of communities has been influenced by the environment.

5.5.3.1 Modern communication and transportation bring people closer together.

5.6.3.1 Natural resources are limited and must be protected.[3]

The student will understand that:

7.1.3.1 Law and government are necessary for living in the community.[4]

7.2.

7.3.3.1 Communities use symbols to express their identity.

7.4

7.5

7.6.3.1 People have a responsibility to participate in community activities.[5]

PROJECT BASIC OBJECTIVES

1. PB-2.5.1.25
2. PB-2.2.1.1
3. PB-2.2.1.2
4. PB-3.2.1.2
5. PB-3.1.1.4

GRADE 4 THEME/COURSE: Maryland In A Growing Nation

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.4.1 The people of Maryland have established justice and order through laws and government.[1]

1.2

1.3.4.1 Individuals living in Maryland have rights and responsibilities.

1.4.4.1 Government in Maryland at the state and local levels is representative in form.[2]

1.5

1.6.4.1 The values of the people have influenced the development of law and government in Maryland.

1.7.4.1 Living in Maryland requires the participation and cooperation of its people.

The student will understand that:

2.1.4.1 Interaction between local communities and the state and between Maryland and other states provides means for conserving, developing, and using resources.

2.2.4.1 The people of Maryland are dependent upon one another and upon the rest of the nation.

2.3

2.4.4.1 Mediums of exchange for the purchase of goods and services have changed to meet the increasingly complex needs of the people.

2.5

2.6

2.7.4.1 Knowledge of Maryland's economic development in the past contributes to a better understanding of the state today.

The student will understand that:

3.1.4.1 Good citizens of Maryland respect themselves and others.

3.2.4.1 The people of Maryland have worked together to meet their varied needs.

3.3.4.1 People of many groups have contributed to the growth of Maryland.

3.4.4.1 Some cultural groups in Maryland have maintained their distinctiveness.

3.5.4.1 The government of Maryland has assisted local communities in providing services which they could not provide for themselves.

PROJECT BASIC OBJECTIVES

1. PB-3.2.1.2
2. PB-3.4.1.2, 3.4.1.3, 3.4.1.4, 3.4.2.10, 3.4.2.11, 3.4.2.12

GRADE 4 THEME/COURSE: Maryland In A Growing Nation

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2.4.1 Maryland reflects the contributions of the people who settled in the state.

4.3.4.1 Curiosity about other lands stimulated exploration which changed people's ways of thinking and living.

4.4.4.1 The people of Maryland have worked together to resolve conflicts.

4.5.4.1 Maryland and the world community are interdependent.

4.6

The student will understand that:

5.1.4.1 The development and growth of Maryland have been affected by its location and physical features.

5.2.4.1 Physical environments have affected the ways people live in various parts of Maryland.

5.3.4.1 Physical environments have influenced the occupations of people in Maryland.

5.4

5.5.4.1 Developments in communication and transportation have influenced the growth of Maryland.

5.6.4.1 Maryland's natural resources are limited and must be protected and used wisely.[1]

The student will understand that:

7.1.4.1 Law and government are necessary for living in Maryland.

7.2

7.3.4.1 Documents and symbols are used to reflect citizenship in Maryland.

7.4.4.1 Maryland institutions are based on beliefs in the integrity and dignity of the individual.

7.5.4.1 The rights of religious minorities have been protected in Maryland.

7.6.4.1 People in Maryland have a responsibility to participate in local and state government.[2]

PROJECT BASIC OBJECTIVES

1.PB-2.2.1.2
2.PB-3.1.1.4

GRADE 5 THEME/COURSE: Regional Studies of the United States

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.5.1 The principles of democracy are expressed in the Declaration of Independence and the Constitution.1

1.2.5.1 Knowledge of past political events which have affected the United States is basic to understanding the present.

1.3.5.1 Individuals in the United States have rights and responsibilities.

1.4

1.5

1.6.5.1 Dissent sometimes leads to changes in government.

1.7.5.1 Living in the United States requires the participation and cooperation of the people.2

The student will understand that:

2.1.5.1 The wise use of resources in the United States is the responsibility of all citizens.

2.2.5.1 The people in any region of the United States depend upon the people of other regions.

2.3.5.1 As economic demands have increased, people of different regions have become more interdependent.

2.4

2.5.5.1 The economic system reflects the changing needs of a growing population.

2.6

2.7

The student will understand that:

3.1.5.1 Good citizens of the United States respect themselves and others.

3.2.5.1 The people of the United States work in various ways to meet their needs.

3.3.5.1 Organized groups play an important part in the affairs of the United States.

3.4.5.1 The values of the nation reflect the diverse values of its people.3

3.5.5.1 Social institutions have influenced the growth and development of regions in the United States.

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.1
2.PB-3.1.1.4
3.PB-3.1.1.6

GRADE 5 THEME/COURSE: Regional Studies of the United States

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2.5.1 People from many backgrounds have contributed to the cultural heritage of the United States.

4.3

4.4.5.1 Conflicts between organized groups have played an important part in the affairs of the United States.

4.5.5.1 The United States is linked economically and culturally to other parts of the world.

4.6.5.1 The interpretation of historic events is influenced by national beliefs and values.

The student will understand that:

5.1.5.1 The development and growth of the United States have been affected by physical features.[1]

5.2.5.1 Physical environments have affected the ways people live in various regions of the United States.

5.3.5.1 Physical environments have influenced the occupations of people in various regions of the United States.

5.4.5.1 Physical features, historical events, and cultural needs have influenced population growth and patterns.

5.5.5.1 Developments in communication and transportation have stimulated the growth of the United States.

5.6.5.1 The natural resources of the United States are limited and must be protected and used wisely.[2]

The student will understand that:

7.1.5.1 The laws of the United States are designed to promote the common good and to protect the rights of all its citizens.[3]

7.2.5.1 Conflicts between individuals or groups and governmental authority have influenced American society.[4]

7.3.5.1 Documents and symbols are used to reflect citizenship in the United States.

7.4.5.1 American institutions are based on beliefs in the integrity and dignity of the individual.

7.5.5.1 The establishment of the United States government was based on democratic principles.[5]

7.6.5.1 People in the United States have a responsibility to participate in national government.[6]

PROJECT BASIC OBJECTIVES

1.PB-2.1.1.1
2.PB-2.2.1.2
3.PB-3.2.1.2
4.PB-2.5.1.24, 3.2.1.10
5.PB-3.1.1.1
6.PB-3.1.1.4

GRADE 6 THEME/COURSE: World Studies

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1

1.2

1.3

1.4

1.5

1.6

1.7

The student will understand that:

2.1.6.1 Societies must make wise decisions when using resources.
2.1.6.2 The level of development in any culture is dependent upon the availability of resources.

2.2.6.1 Most societies have developed economic systems for the exchange of resources and products in world markets.

2.3

2.4

2.5

2.6

2.7

The student will understand that:

3.1.6.1 Knowing about people of other cultures is essential to developing an understanding of and respect for their values.

3.2.6.1 People throughout the world have worked independently and within groups to achieve their goals.

3.3.6.1 People in every part of the world have developed spiritual values and ethical standards.

3.4.6.1 Individuals exhibit behavioral traits characteristic of their culture.
3.4.6.2 People in all cultures have the same needs though they may fulfill those needs in different ways.

3.5

GRADE 6 THEME/COURSE: World Studies

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1.6.1 The development of a culture is the result of people's ability to think and reason.
4.1.6.2 Ways of living within cultures have changed, but the rate and degree of change have varied.
4.1.6.3 The people of all nations have developed institutions and organizations to perform the necessary functions of society.[1]

4.2.6.1 The many cultures of the world have contributed to the heritage of all.

4.3.6.1 The existing social, political, and economic institutions in a culture have been influenced greatly by past events.

4.4.6.1 Knowledge of a people's past affords a better understanding of the present.
4.4.6.2 Cultural differences among nations are wide, but cultural exchange tends to minimize many of these differences.

4.5.6.1 Societies are becoming more interdependent.

4.6.6.1 An individual's perspective is influenced by the rules of social relationships and controls peculiar to the needs and values of the person's culture.
4.6.6.2 The many cultures of the world have influenced the events which have shaped the modern world.

The student will understand that:

5.1.6.1 Cultures are affected by their location and by geographic conditions.[2]

5.2.6.1 Advances in technology have assisted people in adapting to and in modifying their physical environment.

5.3.6.1 People in all cultures share the same basic needs though they work in different ways to fulfill those needs.

5.4.6.1 Patterns of population and settlement are influenced by climate and geographic features.

5.5.6.1 Developments in transportation and communication have increased the interactions among people in various environments.

5.6.6.1 The wise use of resources in the world is the responsibility of all nations.[3]
5.6.6.2 Advances in technology have resulted in the increased use of natural resources.

The student will understand that:

7.1.6.1 Every society develops laws to provide for orderly interactions among people.[4]
7.1.6.2 Each citizen has the responsibility for knowing and obeying the laws.
7.2.6.1 Many values of people have historically been in conflict; the resolution of these conflicts has influenced world conditions.[5]

7.3

7.4.6.1 The importance placed upon the worth and dignity of the individual varies from culture to culture.

7.5

7.6

PROJECT BASIC OBJECTIVES

1.PB-2.3.1.25
2.PB-2.1.1.1
3.PB-2.2.1.2
4.PB-3.2.1.2
5.PB-2.3.1.24

GRADE 7 THEME/COURSE: United States History

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.7.1 In the United States, laws are established to protect the rights of people.[1]

1.2.7.1 From its beginning as a nation, the United States has been philosophically committed to democratic ideas.[2]
1.2.7.2 World events have influenced the political development of the United States.
1.3.7.1 The interpretation of democratic principles has determined the rights and responsibilities of people.[3]

1.4.7.1 People's ability to think and solve problems is illustrated in the development of government in the United States.
1.4.7.2 All branches of the federal government are interrelated.[4]
1.4.7.3 Government is an institution to serve society.[5]
1.4.7.4 In the United States, the individual is centrally important and government is the implementing agency for protecting the inalienable rights of the individual.
1.5.7.1 The Constitution provides for orderly elections.
1.5.7.2 The electoral process has had a significant impact upon the development of the United States.[6]
1.6.7.1 Interest groups have developed to deal with specific economic, social, and political needs in the United States.
1.6.7.2 The United States has undergone many significant changes because of the influence of individuals and groups.[7]
1.6.7.3 Within American society, some institutions and established social groups have tended to resist change while others have promoted change.
1.7.7.1 People from various backgrounds have worked together to improve the quality of life in the United States.[8]

The student will understand that:

2.1.7.1 The desire for resources has influenced the development of the United States.

2.2.7.1 Economic activity in the United States has created interdependence among regions.

2.3.7.1 Free enterprise has been encouraged by Americans and their government.

2.4.7.1 The federal government has implemented taxation, regulatory, and monetary policies as conditions demanded.

2.5.7.1 The abundance of resources has contributed to economic growth in the United States.
2.5.7.2 The needs and desires of the American people have influenced the economic growth of the United States.
2.6.7.1 Individuals working through organized groups have made possible the growth and development of the United States.
2.6.7.2 The interactions of organized groups have influenced the American way of life.
2.7

The student will understand that:

3.1.7.1 The struggle of people of various backgrounds to be a part of the mainstream of society has strengthened the United States.
3.2.7.1 In the development of the United States, people have worked independently and within groups to achieve goals.

3.3.7.1 People of many ethnic groups have contributed to the American heritage.[9]
3.3.7.2 The actions of many ethnic, racial, and religious groups have had a significant impact upon the people of the United States.
3.4.7.1 Ethnic expression is illustrated by the customs, dress, and language of individuals and groups.
3.4.7.2 Cultural differences within certain geographic areas of the United States have contributed to the growth of sectional loyalties.
3.5.7.1 People's attitudes and values have been influenced by social institutions and the media.[10]

PROJECT BASIC OBJECTIVES

1.PB-3.2.1.2, 3.2.1.11, 3.2.1.12, 3.3.1.3
2.PB-3.1.1.1
3.PB-3.1.1.3
4.PB-3.4.1.2, 3.4.1.3, 3.4.1.4
5.PB-3.4.2.10, 3.4.2.11, 3.4.2.12
6.PB-3.4.1.9
7.PB-3.5.1.1
8.PB-3.1.1.4
9.PB-3.1.1.6
10.PB-3.5.1.3

GRADE 7 THEME/COURSE: United States History

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2.7.1 The contributions of many diverse cultural groups within the United States have had a significant impact upon all the people.

4.3

4.4.7.1 Emerging social groups present new ideas to promote change while established institutions tend to support the status quo and resist change.

4.5.7.1 The actions of the United States affect the rest of the world.

4.6.7.1 Various cultural and national groups in the United States have had different perceptions and interpretations of historic events.

The student will understand that:

5.1

5.2.7.1 Through the use of technology, people have modified their environments.

5.3.7.1 In the expansion of the United States, geographic factors have influenced economic activities.

5.4.7.1 Cultural groups have tended to settle in certain geographic areas in the United States.
5.4.7.2 The desire for resources encouraged colonization and westward expansion.

5.5.7.1 Inventions that improved communication and transportation have provided people with greater opportunities to share ideas.

5.6.7.1 In the development of the United States, individuals and groups have often used natural resources without concern for the future. 1

The student will understand that:

7.1.7.1 The growth of the United States necessitated the development of appropriate laws and controls. 2

7.2.7.1 People of the United States have at times weighed conscience against authority to preserve what they perceived to be democratic principles. 3
7.2.7.2 Many values of the American people have historically been in conflict; the resolution of these conflicts has influenced American institutions. 4

7.3.7.1 The democratic heritage of the United States is expressed in its documents and symbols.

7.4.7.1 American society has provided many opportunities for self-development; however, some opportunities have not been equally available to all groups or individuals. 5

7.5.7.1 The United States has developed a system of government that provides for the rights of the majority while protecting the rights of minorities. 6

7.6.7.1 People in the United States have a responsibility to participate in national government.

PROJECT BASIC OBJECTIVES

1.PB-2.2.1.2
2.PB-3.2.1.8
3.PB-3.2.1.10
4.PB-2.3.1.24
5.PB-3.3.1.10
6.PB-3.3.1.8

GRADE 8 THEME/COURSE: Maryland Studies

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.8.1 The government and laws of Maryland reflect the basic principles of American democracy.[1]

1.2.8.1 People have devised government to assure group survival and satisfy many of their needs, desires, and aspirations.
1.2.8.2 As society has grown more complex, government has grown more complex.

1.3.8.1 Local and state governments establish laws that define the rights and responsibilities of its citizens.[2]
1.3.8.2 Legal agreements place binding obligations upon participating parties.[3]

1.4.8.1 All branches of local and state government are interrelated.
1.4.8.2 State and local government in Maryland is representative in form.[4]

1.5.8.1 People must understand the election process in order to participate effectively in government.[5]

1.6.8.1 Government is influenced by both supporting and dissenting groups.[6]
1.6.8.2 To remain effective, a government must be flexible enough to change.

1.7.8.1 People must work together to satisfy the needs of society.[7]
1.7.8.2 Community service careers offer opportunities to promote the general welfare of the community.

The student will understand that:

2.1.8.1 Human wants are unlimited while resources are limited.[8]
2.1.8.2 Current consumer practices are depleting nonrenewable resources.
2.1.8.3 Career choices are influenced by the changing demands of society.[9]

2.2.8.1 Production and distribution of goods and services are addressed differently by different economic systems.
2.2.8.2 The complexity of the economy in the United States demands that individuals specialize when preparing for a career.[10]

2.3.8.1 The principles of capitalism are illustrated in national, state, and local economies.
2.3.8.2 Consumers should be aware of certain economic practices, such as unfair business policies, comparison shopping, banking services, and the use of credit.[11]
2.3.8.3 Career choices are influenced by job characteristics and the personnel qualities sought by employers.[12]
2.3.8.4 Use of resources in a market economy is determined by supply and demand.

2.4.8.1 Governments have developed monetary, taxation, and regulatory policies to meet the needs of society.[13]

2.5.8.1 The response of business to consumer demands has influenced economic growth in the United States.

2.6

2.7.8.1 Environmental factors influence the ways people in Maryland live and work.[14]
2.7.8.2 Individual career goals are influenced by the changing demands of society.
2.7.8.3 Local and surrounding communities provide a variety of job opportunities.

The student will understand that:

3.1.8.1 Individuals have the potential for acquiring marketable skills.
3.1.8.2 A positive self-concept and acceptance of others contribute to job satisfaction.

3.2.8.1 Community living requires cooperation within and between groups in order to achieve an optimum physical, social, and cultural environment.
3.2.8.2 Successful job performance requires specific skills, attitudes, and behaviors.

3.3.8.1 The values, beliefs, customs, and traditions of the inhabitants influence the community.[15]
3.3.8.2 People of many ethnic groups have contributed to Maryland's heritage.

3.4.8.1 Maryland has been influenced by the creative expressions of its various cultural groups.

3.5.8.1 Every society tends to develop various social processes and institutions to promote stable relationships among people.
3.5.8. Individuals' perceptions of consumerism are influenced by the media.[16]

PROJECT BASIC OBJECTIVES

1. PB-3.1.1.1
2. PB-3.1.1.3
3. PB-2.4.1.6, 3.2.1.11, 3.2.1.12
4. PB-2.3.1.13, 2.3.1.15, 2.3.1.19, 2.3.1.21, 2.4.3.3, 3.4.1.2, 3.4.1.3, 3.4.1.4, 3.4.1.7, 3.4.2.2, 3.4.2.8
5. PB-3.4.1.9
6. PB-3.2.1.11
7. PB-3.1.1.4
8. PB-2.4.2.1
9. PB-4.1.1.1, 4.1.1.9, 4.4.1.15
10. PB-2.2.1.8, 4.1.1.14, 4.1.1.15, 4.2.1.2, 4.4.1.3, 4.4.1.4, 4.4.1.5, 4.4.1.6, 4.4.1.7
11. PB-1.2.3.1, 2.4.1.7
12. PB-1.2.1.10, 1.2.3.4, 4.1.1.19, 4.2.1.1, 4.2.1.2, 4.2.1.8, 4.2.1.9, 4.2.1.10, 4.3.1.1., 4.3.1.5, 4.3.1.7
13. PB-2.4.1.4, 2.4.3.1, 2.4.3.4, 2.4.3.11, 2.4.3.13
14. PB-4.2.1.1, 4.3.1.7, 4.4.1.20
15. PB-3.1.1.6
16. PB-3.5.1.2

GRADE 8 THEME/COURSE: Maryland Studies

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2

4.3.8.1 Maryland has used and modified political principles and methods established by other cultures to meet the needs of its people.
4.3.8.2 An understanding of a community's past is basic to comprehending the present and planning for the future.

4.4.8.1 Conflict may occur when circumstances prevent people from achieving their goals.
4.4.8.2 People have developed institutions through which they attempt to solve their problems.

4.5.8.1 Commercial interdependence exists between Maryland and the world community.

4.6

The student will understand that:

5.1.8.1 The state of Maryland possesses a variety of physical features.

5.2.8.1 The people of Maryland have used technology to protect and alter their environment.

5.3.8.1 Environmental factors influence the ways people in a community live and work.

5.4.8.1 The settlement of Maryland was influenced by geographic factors.

5.5.8.1 Maryland has played a significant role in using improved transportation technology.

5.6.8.1 Every economic system provides for decision making regarding the use of natural resources. 1
5.6.8.2 When the public interest is in conflict with private interests, individuals and government must act to ensure the wise use of resources. 2

The student will understand that:

7.1.8.1 Since respect for law is essential to democratic government, each citizen in a democracy has a responsibility for knowing and obeying the laws. 3

7.2.8.1 The people of Maryland have sometimes weighed conscience against authority to preserve democratic principles. 4

7.3.8.1 The heritage of human freedom is expressed in many Maryland documents and symbols.

7.4.8.1 In a democracy, the legal system promotes the common good and protects individual rights. 5

7.5.8.1 Laws to promote the common good, as well as to protect the individual, must be made, interpreted, supported, and enforced.

7.6.8.1 People in Maryland have a responsibility to participate in local and state government. 6
7.6.8.2 Citizens must assume responsibility for the population's general welfare. 7

PROJECT BASIC OBJECTIVES

1.PB-2.2.1.2
2.PB-2.2.1.2
3.PB-3.2.1.2, 3.2.1.8
4.PB-2.5.1.24, 3.3.1.10
5.PB-3.3.1.3, 3.3.1.8
6.PB-3.1.1.4, 3.5.1.1, 3.5.1.3
7.PB-1.2.0.8

GRADE 9 THEME/COURSE: Civics

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.9.1 American society has developed social processes and institutions to provide order and stability in relationships among people.[1]

1.2.9.1 An understanding of the nation's past is basic to comprehending the present and planning for the future.[2]

1.3.9.1 Each citizen in a democracy must know and obey the laws.[3]
1.3.9.2 Legal agreements place binding obligations upon participating parties.[4]

1.4.9.1 Democratic governments have been organized to make, execute, and interpret laws.[5]
1.4.9.2 All levels of government are interrelated.[6]

1.5.9.1 An understanding of the electoral process is essential for an effective democratic society.[7]

1.6.9.1 Groups representing dissenting opinions will actively pressure government to change.[8]
1.6.9.2 To remain effective, a government must be flexible enough to change.

1.7.9.1 Community living requires cooperation within and between groups in order to provide an optimum physical, social, and cultural environment.[9]

The student will understand that:

2.1.9.1 Human wants are unlimited while resources are limited.
2.1.9.2 People and governments must decide how to use limited resources to satisfy unlimited wants.
2.1.9.3 Career choices are influenced by the changing demands of society.[10]

2.2.9.1 Production and distribution of goods and services are addressed differently by different political systems.

2.3.9.1 Government regulation of the American economy has increased.
2.3.9.2 Career choices are influenced by job characteristics and the personnel qualities sought by an employer.[11]

2.4.9.1 Goverment monetary, taxation and regulatory policies have developed to meet the needs of the nation.[12]

2.5

2.6.9.1 Organizations lobby government in order to achieve their objectives.

2.7.9.1 Individual career goals are influenced by the changing demands of society.[13]

The student will understand that:

3.1.9.1 When people recognize their own self-worth, they are more apt to accept and appreciate others.

3.2.9.1 Individual and group interaction is required in a democracy.

3.3.9.1 Recognition and appreciation of the accomplishments of diverse groups enhance group interactions.[14]

3.4.9.1 Different opinions and attitudes contribute to compromises made in democracies.

3.5.9.1 Individuals' perceptions of events and issues are influenced by social institutions and the media.[15]

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.1, 3.3.1.3
2.PB-3.4.1.9
3.PB-3.1.1.3
4.PB-2.4.1.6
5.PB-2.3.1.13, 2.3.1.15, 2.3.1.19, 2.3.1.21, 3.2.1.11, 3.2.1.12, 3.4.1.2, 3.4.1.3, 3.4.1.4, 3.4.1.7, 3.4.2.9, 3.4.2.10, 3.4.2.11, 3.4.2.12
6.PB-3.4.1.3, 3.4.2.3
7.PB-3.4.2.3
8.PB-3.2.1.11, 3.2.1.12
9.PB-3.1.1.4
10.PB-4.1.1.1, 4.1.1.9, 4.4.1.15
11.PB-1.2.1.8, 1.2.1.10, 1.2.2.10, 1.2.3.4, 4.1.1.19, 4.2.1.1, 4.2.1.2, 4.2.1.8, 4.2.1.9, 4.2.1.10, 4.3.1.1, 4.3.1.5, 4.3.1.7
12.PB-2.4.1.4
13.PB-4.2.1.1, 4.3.1.7, 4.4.1.20
14.PB-3.1.1.6
15.PB-3.5.1.2

GRADE 9 THEME/COURSE: Civics

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1

4.2

4.3.9.1 Each society has developed a system of controls that is the product of its values and customs.[1]

4.4

4.5

4.6

The student will understand that:

5.1

5.2.9.1 People's values knowledge and skills determine how the environment is used.

5.3

5.4

5.5.9.1 Communication and transportation encourage greater interaction among nations.

5.6.9.1 When the public interest is in conflict with private interests, individuals and governments must act to ensure the wise use of resources.[2]

The student will understand that:

7.1.9.1 Since respect for law is essential to democratic government, each citizen in a democracy has a responsibility for knowing and obeying the laws.[3]

7.2.9.1 Many values of the American people have historically been in conflict; the resolution of the conflicts has influenced American institutions.[4]

7.3.9.1 The ideas of human freedom are expressed in American documents and symbols.[5]

7.4.9.1 Recognition of the dignity and worth of the individual is a keystone of the American value system.

7.4.9.2 A democratic government guarantees the rights of individuals.[6]

7.5.9.1 Laws to promote the common good, as well as to protect the individual, must be made, interpreted, supported, and enforced.

7.6.9.1 Citizens have a responsibility to participate in the governmental process at all levels.[7]

PROJECT BASIC OBJECTIVES

1.PB-3.4.1.6
2.PB-2.2.1.2, 3.2.1.6
3.PB-2.5.2.1, 3.2.1.2, 3.2.1.8
4.PB-2.5.1.24, 3.2.1.10, 3.3.1.10
5.PB-3.3.1.3
6.PB-3.3.1.3, 3.2.1.8
7.PB-1.2.0.8, 3.1.1.4, 3.5.1.1, 3.5.1.3

GRADE 10 THEME/COURSE: World History

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.10.1 Contemporary cultures use political principles and methods established by earlier cultures and modify them to meet their own needs.

1.1.10.2 In all societies, customs and mores are reinforced by laws and institutions.

1.2.10.1 Societies have been aided in meeting and solving basic problems facing them by assimilating the contributions of other groups and by learning from the experience of earlier peoples.[1]

1.3

1.4

1.5

1.6.10.1 Governments change through interaction with individuals and groups.

1.7

The student will understand that:

2.1.10.1 A society's decision regarding the use of available resources will reflect its basic values.

2.2.10.1 Technological and industrial developments have caused all societies to become interdependent.

2.3.10.1 World markets have been affected by decisions regarding the use of resources.

2.4.10.1 Governments have developed monetary, taxation, and regulatory policies to meet the needs of society.

2.5.10.1 Economic values of western civilization have changed.

2.6.10.1 As societies grow and become more complex, organized groups become more complex and numerous.

2.7.

The student will understand that:

3.1.10.1 Recognition of the dignity and worth of the individual is a distinctive value of western civilization.

3.2.10.1 Each culture has developed a unique set of behavioral patterns within which people think and act as individuals and as members of groups.

3.3.10.1 Many diverse groups have contributed to the development of civilization.

3.4.10.1 Individual societies, whether clans, tribes, or nations, have tended to stress their distinctiveness from other societies.

3.5.10.1 Individuals' perceptions of events and issues are affected by social institutions and the media.[2]

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.6, 3.3.1.3

2.PB-3.3.1.2, 3.3.1.3

GRADE 10 THEME/COURSE: World History

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1.10.1 Each culture is unique because it has developed its own customs and ways of living based upon environmental factors and basic values.[1]

4.2.10.1 The cultural heritage of the world includes the contributions from societies of many eras and geographic areas.

4.3.10.1 A culture is better able to resolve its problems if its members comprehend the influence of the past upon contemporary affairs.
4.3.10.2 The development of social, political, and economic institutions and organizations is greatly influenced by past developments within a culture.

4.4.10.1 People have developed institutions through which they attempt to solve specific problems.[2]
4.4.10.2 Conflict is a product of divergent ideas among individuals and/or institutions.

4.5.10.1 World interdependence implies a necessity for cooperation among nations.
4.5.10.2 The uneven distribution of resources has caused people to be interdependent.

4.6.10.1 The many cultures of the world contribute to the heritage of all.
4.6.10.2 Recognition and appreciation of the accomplishments of other cultures is essential to intercultural understanding.

The student will understand that:

5.1.10.1 The development and growth of cultures have been affected by their location and physical features.[3]

5.2.10.1 Advances in technology have assisted people in adapting to and in modifying their physical environment.

5.3.10.1 In different times and places, societies have prized different resources depending upon the use they could make of them.
5.3.10.2 Every culture has been affected by the geographic factors prevailing in its area.

5.4.10.1 Physical and cultural environments affect population growth and settlement patterns.

5.5.10.1 Communication and transportation bring societies closer together.

5.6.10.1 As people have explored and settled the earth, they have frequently been thoughtless in their treatment of the environment.
5.6.10.2 World interdependence implies a necessity for the wise use of natural resources.[4]

The student will understand that:

7.1.10.1 Each society develops a system of controls that reflects its values and customs.[5]

7.2.10.1 The dictates of one's conscience sometimes lead to conflict with the rules of authority.[6]

7.3

7.4.10.1 Democracy has developed in those societies which value the uniqueness and worth of the individual.

7.5.10.1 The origins of democratic systems are found in the history of western civilization.[7]

7.6

PROJECT BASIC OBJECTIVES

1.PB-2.5.1.25
2.PB-3.3.1.8, 3.3.1.10
3.PB-2.1.1.1
4.PB-2.2.1.2
5.PB-3.2.1.2
6.PB-2.5.1.24, 3.2.1.10
7.PB-3.1.1.1

GRADE 11 THEME/COURSE: United States History

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.11.1 American society has developed social processes and institutions to provide order and stability in relationships among people. 1

1.1.11.2 Laws to promote the common good as well as to protect the individual must be made, interpreted, and enforced. 2

1.2.11.1 Developments in the past influence present ways of living; knowledge of these developments provides a basis for solving current problems.

1.3.11.1 Since respect for law is essential to democratic government, each citizen in a democracy has responsibility for knowing and obeying the laws.

1.4.11.1 Local, state, and national governments are interrelated.

1.5.11.1 An understanding of the electoral process is essential for the effective functioning of a democratic society.

1.6.11.1 The work and interaction of organized groups have influenced the American way of life.

1.7.11.1 Each person has a responsibility to take part in the duties of citizenship in American society and in the work to be accomplished. 3

The student will understand that:

2.1.11.1 An economically strong United States depends on availability and intelligent use of natural resources.

2.1.11.2 Economic problems such as the scarcity of resources, equitable distribution of income, and the need to match supply and demand present continuing problems and challenges.

2.2.11.1 In the development of the United States, the tempo of change has been directly related to the existing conditions within the United States and the rest of the world.

2.2.11.2 The United States has become increasingly involved in world affairs.

2.3.11.1 Business has become more complex and refined as the needs and desires of the American people have increased.

2.4.11.1 Laws have been enacted and revised to maintain and enhance the economic order of the United States.

2.5.11.1 Many factors have contributed to the economic growth of the United States.

2.6.11.1 Organized groups have influenced the American way of life.

2.7

The student will understand that:

3.1.11.1 The adjustment of people to each other requires mutual understanding and sustained cooperation.

3.2.11.1 Democracy requires a combination of individual and group interactions. 4

3.3.11.1 People of many ethnic groups have contributed to the American heritage.

3.3.11.2 The actions of many ethnic, racial, and religious groups have had a significant impact upon the people of the United States.

3.4.11.1 Cultures change through interaction between individuals, groups, and other cultures.

3.5.11.1 Individuals' perceptions of events and issues are affected by social institutions and the media. 5

PROJECT BASIC OBJECTIVES

1.PB-3.1.1.1, 3.3.1.3
2.PB-3.1.1.3, 3.2.1.10
3.PB-3.1.1.4
4.PB-3.1.1.6
5.PB-3.5.1.2

GRADE 11 THEME/COURSE: United States History

GRADE LEVEL OBJECTIVES

The student will understand that:

4.I

4.2.11.1 People of many cultures have contributed to the American heritage.

4.3.11.1 The understanding and solution of modern problems require a study and analysis of similar problems occurring in the past. 1

4.3.11.2 A culture's ability to solve problems is directly related to its ability to accommodate changing environmental and social conditions.

4.4.11.1 Many values of the American people have historically been in conflict; the resolution of the conflicts has influenced American institutions.

4.5.11.1 The United States has become increasingly involved in world affairs.

4.5.11.2 The security and well being of the United States cannot be achieved without cooperation with other nations.

4.5.11.3 The actions of the United States affect the rest of the world.

4.6.11.1 People interpret events based on their cultural perspectives.

The student will understand that:

5.1.11.1 Every region of the United States has specific geographic features that have influenced the development of the area.

5.2.11.1 People's values, knowledge, and skills determine how the environment is used.

5.3.11.1 The economic activities in an area depend upon the physical and cultural features of the region.

5.4.11.1 Certain regions of the United States have been settled because of geographic advantages.

5.5.11.1 Communication and transportation bring people closer together.

5.6.11.1 The economic strength of the United States depends upon the availability and intelligent use of resources. 2

The student will understand that:

7.1.11.1 The growth of the United States has necessitated the development of appropriate laws and controls. 3

7.2.11.1 The dictates of one's conscience sometimes lead to conflict with the rules of authority. 4

7.3.11.1 The ideas of human freedom are expressed in American documents and symbols.

7.4.11.1 A democractic government is responsible for protecting the rights of the individual. 5

7.5.11.1 The United States has developed a system of government that provides for the rights of the majority while protecting the rights of minorities.

7.5.11.2 Americans of all ethnic groups have the right to full participation in all phases of American life.

7.6.11.1 Citizens have a responsibility to participate in the governmental process at all levels. 6

PROJECT BASIC OBJECTIVES

1.PB-3.4.1.6
2.PB-2.2.1.2
3.PB-3.2.1.11, 3.2.1.12
4.PB-2.5.1.24, 3.2.1.10, 3.3.1.10
5.PB-3.2.1.2, 3.3.1.8
6.PB-3.1.1.4, 3.5.1.1, 3.5.1.3

GRADE 12 THEME/COURSE: Contemporary Issues

GRADE LEVEL OBJECTIVES

The student will understand that:

1.1.12.1 In the United States, government is regarded as an institution to serve the people.[1]

1.2.12.1 A nation's success in meeting problems is largely dependent upon the degree to which its people comprehend the influence of the past upon the political system.

1.3.12.1 Since respect for law is essential to democratic government, each citizen in a democracy has responsibility for knowing and obeying the laws.[2]

1.4.12.1 Local, state, and national governments are interrelated.

1.4.12.2 Democratic governments have been organized to legislate, execute, and interpret laws.[3]

1.5.12.1 For a democratic society to function effectively, its citizens must have an understanding of the electoral processes.

1.6.12.1 Individuals and interest groups representing dissenting opinions actively pressure government to change.

1.7.12.1 No citizen's security and well being can be lastingly achieved in isolation, but only in effective cooperation with fellow citizens.

1.7.12.2 Each person has a responsibility to participate in the duties of American citizenship.[4]

The student will understand that:

2.1.12.1 The United States faces a continuing challenge to match resources and productive capacity to the needs and desires of its population.

2.2.12.1 Business has become more complex and refined as the needs and desires of the American people have increased.

2.2.12.2 World interdependence implies a necessity for cooperation among nations.

2.3.12.1 A nation's success in meeting its economic problems is largely dependent upon the degree to which its members comprehend the influence of the past upon economic affairs.

2.4.12.1 Government has developed methods to attack economic problems.

2.5.12.1 The availability of land, labor, and capital has affected the economic growth of the United States.

2.6.12.1 The work and interaction of organized groups have influenced American economic development.

2.7.12.1 The economic system of Maryland is interrelated with the systems of other states and nations.

The student will understand that:

3.1.12.1 Recognition of the dignity and worth of the individual is a distinctive value of contemporary America.

3.2.12.1 Democracy requires a combination of individual and group interactions.

3.3.12.1 The cultural heritage of the United States and the world includes the contributions from societies of many eras and geographic areas.[5]

3.4.12.1

3.5.12.1 Individuals' perceptions of events and issues are affected by social institutions and the media.[6]

PROJECT BASIC OBJECTIVES

1. PB-3.1.1.1, 3.3.1.3
2. PB-3.1.1.3
3. PB-3.2.1.11, 3.2.1.12, 3.4.1.2, 3.4.1.3, 3.4.1.4, 3.4.1.7, 3.4.1.9, 3.4.2.9, 3.4.2.10, 3.4.2.11, 3.4.2.12
4. PB-3.1.1.4
5. PB-3.1.1.6
6. PB-3.5.1.2, 3.5.1.3

GRADE 12 THEME/COURSE: Contemporary Issues

GRADE LEVEL OBJECTIVES

The student will understand that:

4.1.12.1 Each culture has developed a unique set of behavioral patterns within which individuals think and act. 1

4.2

4.3.12.1 A culture is better able to resolve its problems if its members comprehend the influence of the past upon contemporary affairs. 2

4.3.12.2 The understanding and solution of modern problems require a study and analysis of similar problems occurring in the past.

4.4.12.1 An accelerating rate and broadening scope of change in modern societies have created serious problems for communities and nations.

4.4.12.2 People have developed institutions through which they attempt to solve specific problems.

4.4.12.3 Problems arise when obstacles interfere with people's achievement of their goals.

4.5.12.1 The people of the world are dependent on one another in their efforts to create a better way of life.

4.6.12.1 People interpret events in terms of their cultural perspectives.

The student will understand that:

5.1.12.1 The development and growth of nations have been affected by their location and physical features.

5.2.12.1 People's values, knowledge, and skills determine how the environment is used.

5.3.12.1 The economic activities of a nation depend upon its physical and cultural features.

5.4.12.1 Demographic transition is directly related to the physical environment and cultural needs.

5.5.12.1 Communication and transportation bring nations closer together.

5.6.12.1 The limited resources of the earth must be used wisely and respected by all people. 3

The student will understand that:

7.1.12.1 Every society develops laws to provide for orderly interactions among people. 4

7.2.12.1 Many values of the American people have historically been in conflict; the resolution of the conflicts has influenced American institutions. 5

7.3.12.1 The ideas of human dignity and personal freedom are expressed in American documents and symbols. 6

7.4.12.1 Recognition of the dignity and worth of the individual is a keystone of the American value system. 7

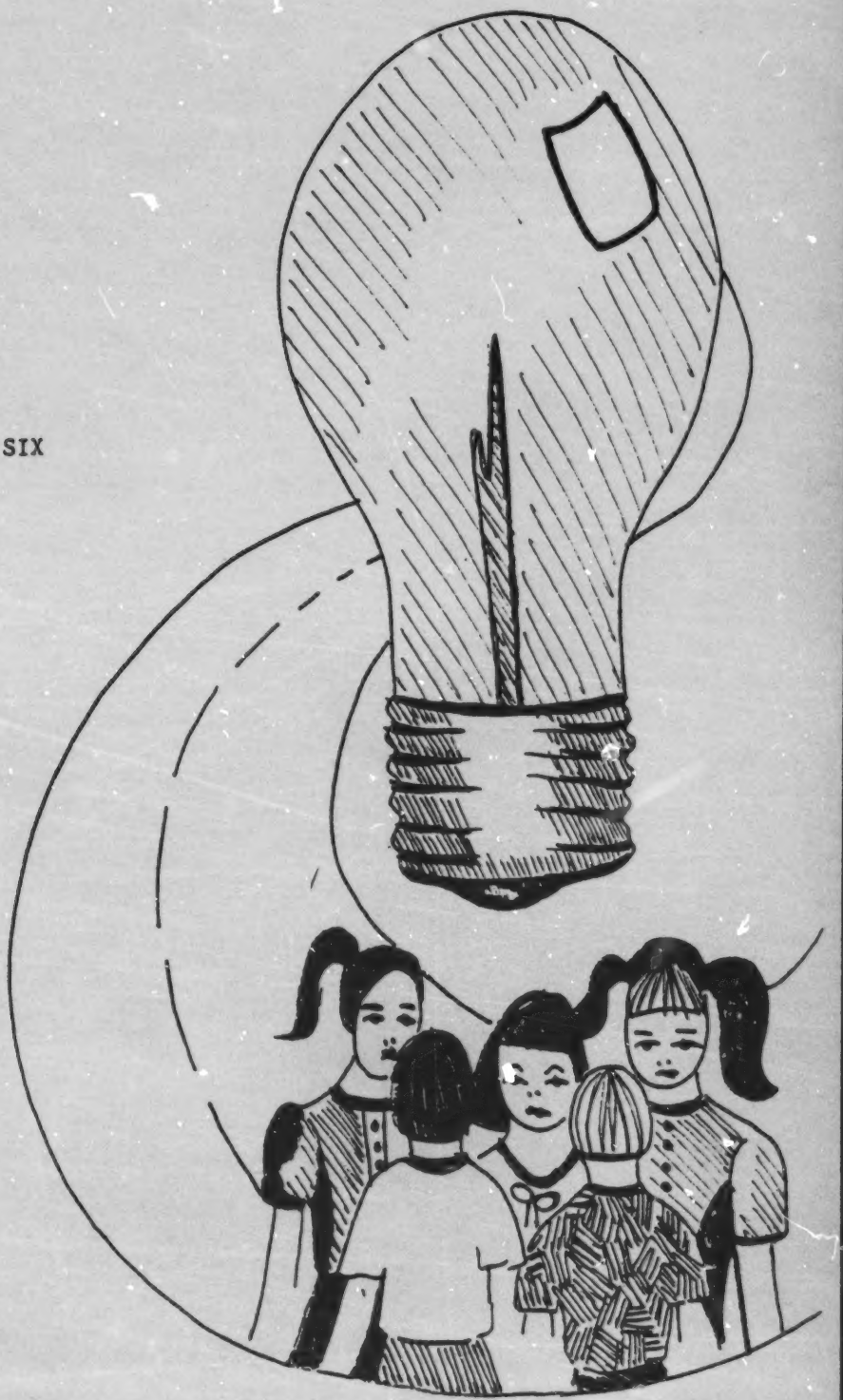
7.5.12.1 A democratic society is based on majority rule and protection of the rights of the minority.

7.6.12.1 Each person has the responsibility to take part in the duties of American citizenship. 8

PROJECT BASIC OBJECTIVES

1.PB-2.5.1.25
2.PB-3.4.1.6
3.PB-2.2.1.2
4.PB-3.2.1.2, 3.2.1.8
5.PB-3.2.1.10, 3.3.1.10
6.PB-3.3.1.3
7.PB-3.1.1.6, 3.3.1.3, 3.3.1.8
8.PB-3.1.1.4, 3.3.1.1

SKILLS OBJECTIVES - GOAL SIX



Skills In The Social Studies Program

Social studies instruction must help students to develop and effectively use skills so they are able to gain insights concerning their society and develop patterns of behavior that lead to making sound judgments.

Skills should be taught as an integral part of the social studies program. Social studies content, activities established to teach the content, and skills objectives must be orchestrated in each lesson in order for students to be provided with the best possible instruction.

The Maryland State Department of Education provided for skills instruction when it enacted the Maryland Social Studies Bylaw contained in Social Studies: A Maryland Curricular Framework. Goal Six of that document "focuses on the development of skills needed for citizenship. This goal includes elements from the disciplines of history and all of the social sciences. Through the study of Goal Six, the learner should develop the abilities to make sound judgments. This goal should facilitate responsible decision making essential for citizens in a democratic society."

Goal Six states, "To help students gather information, think critically, solve problems, and make rational decisions." Specific skill goals are delineated as follows:

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.
6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs, and tables.
6.3 Apply processes of critical and creative thinking to the analysis of problems from history and the social sciences.
6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.
6.5 Work with others in groups and organizations to achieve mutual goals.

Skills objectives illustrating Goal Six are listed on the following pages. The structure of the goals and skills objectives is organized to reveal the ongoing process of skills instruction. Simple skills can be introduced and with practice over a short period of time can be mastered. More complex skills demand much more practice and a greater amount of time for mastery. Many complex skills include multiple levels of understanding that students continually acquire as they mature. The highest levels of understanding of these skills result through practice after formal schooling. Therefore, each skill objective is introduced at a specific grade where students are able to reach some level of achievement and, depending on the complexity of the skill objective, is continued through the grade at which the skill objective should be mastered by most students.

The mastery grade level indicates that most students should be able to use that skill without additional instruction at later grades. However, pretests should be administered to determine students' competencies in the skills designated for mastery of earlier grades.

In many instances, the skills objectives listed on the following pages are not exclusive to social studies. However, because of the nature of social studies activities, those skills are constantly taught and reinforced in the social studies classroom.

Project Basic objectives are also matched to the skills objectives and are footnoted. For reference, Appendix A contains a list of Project Basic objectives organized by competency by number.

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will obtain information from observing, investigating, listening, and reading.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Listen when others speak.												
Listen and observe with a purpose and report accurately.												
Identify from an oral presentation a sequence of events or ideas.												
			Select from an oral presentation those events and ideas that are most important.									
					Listen to speaker's entire presentation before making judgments.							
				Take notes while continuing to listen and observe.[1]								
	Read to find answers to questions.											
		Skim to find a particular word, get a general impression, or locate specific information.										
			Use headings, topic sentences, and summary sentences to select main ideas.[2]									
			Differentiate between main and supporting ideas.									
			Discuss ideas that are pertinent to the topic being studied.									
					Make use of italics, marginal notes, bold face type, and footnotes to discover author's emphasis.[3]							
Use materials as a source of information.[4]												
					Draw conclusions based on all available information.[5]							
						Recognize that materials express a point of view and interpret the view that is expressed.						

PROJECT BASIC OBJECTIVES

1. P.B. 1.1.1.4
2. P.B. 2.1.0.7, P.B. 2.1.0.9, P.B. 2.2.0.4
3. P.B. 2.1.0.2, P.B. 2.1.0.9, P.B. 2.2.0.2
4. P.B. 2.3.0.2, P.B. 4.2.0.1, P.B. 4.2.0.2, P.B. 4.2.0.3, P.B. 4.2.0.4, P.B. 4.2.0.5, P.B. 4.2.0.6, P.B. 4.2.0.7
5. P.B. 4.2.0.1, P.B. 4.2.0.4, P.B. 4.2.0.5, P.B. 4.2.0.6, P.B. 4.2.0.7, P.B. 4.3.0.1, P.B. 4.3.0.2, P.B. 4.3.0.3, P.B. 4.3.0.4, P.B. 4.4.0.1, P.B. 4.4.0.2, P.B. 4.4.0.3, P.B. 4.4.0.4, P.B. 4.4.0.5, P.B. 4.4.0.6, P.B. 4.4.0.7

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will locate and use information.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
	Use titles as guides to contents.[1]											
	Use table of contents.[2]											
	Use book title page.											
				Use publication date.								
		Use book glossary.[3]										
					Use book appendix, map list, illustration list.[4]							
				Use key words and volume letters or numbers in encyclopedias and other reference books.								
			Use book indexes.[5]									
						Use indexes and cross references in encyclopedias and other reference books.[6]						
								Identify primary and secondary source information.				
			Locate words in a dictionary.[7]									
			Use dictionary guide words to locate words.									
						Identify the organization of magazines.						
				Identify sections of a newspaper.[8]								
			Use the card catalog.[9]									
			Use the Dewey Decimal System.									

PROJECT BASIC OBJECTIVES

1. P.B. 2.3.0.3
2. P.B. 2.1.0.2, P.B. 2.1.0.7, P.B. 2.1.0.9, P.B. 2.2.0.2
3. P.B. 2.1.0.1, P.B. 2.1.0.2, P.B. 2.1.0.7, P.B. 2.1.0.9
4. P.B. 2.1.0.2, P.B. 2.1.0.7, P.B. 2.1.0.9, P.B. 2.2.0.2
5. P.B. 2.1.0.2, P.B. 2.1.0.7, P.B. 2.1.0.2, P.B. 2.2.0.2, P.B. 2.2.0.4
6. P.B. 2.1.0.2, P.B. 2.2.0.3
7. P.B. 2.1.0.4
8. P.B. 2.1.0.5
9. P.B. 2.3.0.1

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will locate and use information.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
						Use specialized guides, such as Reader's Guide to Periodical Literature.						
Use picture clues.												
	Use context clues.											

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will identify and use time and the calendar.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Tell time of regular activities in the school.												
Know and use days of the week.												
Identify the day and week on the calendar.												
Know and use names of months.												
Know and use names of seasons.												
Associate seasons with specific months.												
		Use the calendar to determine the length of time between dates.										
						Identify and use time zones. (International Dateline)						
	Identify and use daylight-saving time.											

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, orgenize, and use information from observing, investigating, listening, and reading.

Objective: The student will use sequence and chronology.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Identify sequence and chronology in a school day, weekly schedule, passage of seasons.—												
			Identify the passage of time (a month, a year, a lifetime).———									
Relate the past to the present.———												
				Make time lines.———								
			Determine length of time between dates.———									
							Translate dates into centuries.———					
Identify, use, and discriminate between definite expressions of time (morning, afternoon, decade, century).———												
Identify, use, and discriminate between indefinite expressions of time (late, old, someday, recently, colonial).——												
Arrange personal experiences in order.———												
Distinguish between past experiences and events to come.———												
Identify and use days of the week in sequence.———												
Identify and use names of months in sequence.———												

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will organize information.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Select important information pertinent to class activities.												
	Record information.											
Compose a title for a story picture.												
				Compose a title for a graph map or chart.								
Select answers to questions from material heard, viewed, or read.												
Classify pictures, facts, events under main headings.												
Arrange events, facts, or ideas in sequence.												
			Make an outline of a topic to be investigated.									
			Select the main idea and supporting facts.									
			Classify information into generalities and specifics.									
				Select information about a topic using more than one source.								
			Make an outline of information gained.									
			Summarize information.									
			Make a table of contents.									
						Make a bibliography.						
			Construct graphs, tables, and charts.									

PROJECT BASIC OBJECTIVES

1. P.B. 3.1.0.2, P.B. 3.1.0.4, P.B. 3.1.0.6, P.B. 3.1.0.7

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Objective: The student will evaluate information.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Distinguish between fact and fiction.	———	———	———	———	———	———	———	———	———	———	———	———
			Distinguish between fact and opinion.	———	———	———	———	———	———	———	———	———
	Draw inferences and make generalizations from evidence.[1]	———	———	———	———	———	———	———	———	———	———	———
				Compare and contrast information drawn from two or more sources.	———	———	———	———	———	———	———	———
				Reach tentative conclusions drawn from two or more sources.	———	———	———	———	———	———	———	———
				Recognize attitudes and emotions contained in the material.	———	———	———	———	———	———	———	———
							Examine reasons for contradictions in evidence.	———	———	———	———	———
							Examine material for consistency, reasonableness, and freedom from bias.	———	———	———	———	———
						Recognize propaganda and its purpose.	———	———	———	———	———	———

PROJECT BASIC OBJECTIVES

1. P.B. 5.2.0.1, P.B. 5.2.0.2, P.B. 5.2.0.3, P.B. 5.2.0.4, P.B. 5.2.0.5, P.B. 5.2.0.6, P.B. 5.2.0.7, P.B. 5.2.0.8

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will become oriented to direction.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Use terms of location and directions, such as near, far, above, below, up, down, left, right.												
			Understand that the North Pole is the point farthest north on the earth and that the South Pole is the point farthest south on the earth.									
			Demonstrate that "north" is toward the North Pole and "south" is toward the South Pole.									
		Identify and use the cardinal directions (north, south, east, west).										
			Identify and use intermediate directions including northeast, southeast, northwest, southwest.									
						Use the magnetic compass as a direction finder.						

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will identify locations on globes and maps.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Locate self in relation to familiar places.												
		Locate where they live on a map of the local community.										
		Locate St. Mary's County on a map of Maryland.[1]										
		Locate Maryland on a map of North America.										
			Locate seven continents and four oceans on a globe and on a world map.									
Locate places being studied on maps and globes.[2]												
		Use a Maryland road map to locate St. Mary's County and places in the county and Maryland.										
Understand that any part of the surface of the earth can be shown or located on a globe or map.												
		Locate geographic features (continents, oceans, seas, islands, rivers, and mountains).										
	Identify	land forms and water masses.										
		Identify travel and trade routes.										
		Develop a visual image of landforms.										
		Develop a visual image of continents.										
			Identify the earth as a sphere that is divided into northern and southern hemispheres by the equator.									
			Identify on a globe and on a map of the world the equator and such parallels as the Tropic of Capricorn and the Arctic Circle.									
				Identify the grid on globes and maps formed by the imaginary latitude (east-west) and longitude (north-south) lines.								
						Identify the eastern and western hemispheres through the use of longitude (north-south) lines.						
					Identify and use latitude (parallels) and longitude (meridians).							
						Use prime meridian to determine east-west meridians.						

PROJECT BASIC OBJECTIVES
1. P.B. 1.4.0.3
2. P.B. 1.4.0.2

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.7 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will use scale.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Use small objects to represent large ones.												
Identify the globe as a small model of the earth.												
		Make simple large-scale maps of a familiar area, such as a classroom or a neighborhood.										
					Construct map according to scale.							
				Use map scale expressed graphically (Bar Scale).								
				Use map scale as expressed by statement (one inch equals a mile.)								
						Identify inadequacies and distortions of various map projections.						

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will interpret symbols.

Grade X	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
	Determine that real objects are represented by pictures or symbols on a map.											
		Interpret map symbols and legends.										
		Interpret abbreviations used on maps.										
				Use specialized maps (political, climate, demographic, topographic, rainfall, economic, and resource).								

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will use data derived from globes and maps.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
			Infer people's activities and ways of living from information presented on maps and globes.									
			Recognize differences in maps that provide different kinds of specific information.									
				Consult two or more maps to gather information about the same area.								
				Compare information presented on maps and globes and draw inferences.								
						Compare and combine data presented by a number of specialized maps with data from other sources (books, films).						
				Use parts of an atlas (table of contents, gazetteer or index, explanation of symbols, charts, graphs, tables, maps).								
			Locate selected major cities of the world and relate them to their physical setting.									
		Identify routes of travel appropriate for different means of transportation.										

PROJECT BASIC OBJECTIVES

1. P.B. 2.2.0.4

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs.

Objective: The student will use data derived from graphs, tables, and charts.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
			Identify the meaning and significance of the title.									
					Determine the basis on which a graph, table, or chart is developed and the units of measure involved.							
					Identify and trace the steps involved in the development of the graph, table, or chart.							
					Analyze the organization and structure of the graph, table, or chart.							
			Analyze and interpret the relations shown on a graph, table, or chart.[1]									
			Evaluate and draw inferences based on the data shown on the graphs, tables, or charts.[2]									
			Recognize differences in graphs, tables, and charts that provide different kinds of specific information.									
						Compare and combine data presented by a number of graphs, tables, or charts with data from other sources (books, films).						

PROJECT BASIC OBJECTIVES

1. P.B. 2.3.1, P.B. 2.3.2 (MATHEMATICS)
2. P.B. 2.3.1, P.B. 2.3.2 (MATHEMATICS)

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.3 Apply processes of critical and creative thinking to the analysis of problems from history and the social sciences.

Objective: The student will use the processes of social science inquiry to analyze problems.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Collect and review information.												
Determine that a problem or issue exists.												
Define the problem or issue.												
	Determine how to go about studying the problem or issue.											
	Investigate and collect information regarding the problem or issue.											
			Formulate questions that will lead toward hypothesizing.									
Hypothesize.												
			Collect evidence to test hypothesis.									
			Analyze, interpret, and evaluate evidence.									
				Recognize values in evidence and value conflicts created by different pieces of evidence.								
			Synthesize evidence.									
Make considered judgments.												
Draw conclusion and/or take effective action.												
			Recognize area(s) for further study.									
			Use logical reasoning and problem-solving skills when approaching personal and/or group problems or issues.									

PROJECT BASIC OBJECTIVES

1. P.B. 2.3.1.26

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

Objective: The student will develop a positive self-concept.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Identify self-worth.	———	———	———	———	———	———	———	———	———	———	———	———
Realize that he/she is a contributing individual.	———	———	———	———	———	———	———	———	———	———	———	———
Receive constructive criticism without undue defensiveness and emotion.	———	———	———	———	———	———	———	———	———	———	———	———
Constructively critique personal actions.	———	———	———	———	———	———	———	———	———	———	———	———
			Constructively critique values and ideas.	———	———	———	———	———	———	———	———	———
	Identify personal strengths and weaknesses.	———	———	———	———	———	———	———	———	———	———	———
					Enhance personal strengths while minimizing and improving upon weaknesses.	———	———	———	———	———	———	———
	Recognize values and ideas.	———	———	———	———	———	———	———	———	———	———	———
					Examine personal values and ideas.	———	———	———	———	———	———	———

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

Objective: The student will see people as individuals.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Perceive that people have varying talents and abilities.												
Recognize the worthiness of individuals.												
Recognize and respect the diverse backgrounds of people within a group.												
			Accept differences in individuals as natural and often challenging.									
			Avoid generalizing about a group from experience with one individual.									
			Withhold judgment based upon superficial characteristics and first impressions.									
			Avoid application of established stereotypes to individuals.									

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

Objective: The student will empathize with others by being sensitive to their needs, problems, and aspirations.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Work harmoniously with others.												
Recognize the need for mutual trust.												
Demonstrate concern for others.												
Allow others to express themselves.												
Demonstrate a sense of responsibility.												
Demonstrate a willingness to help others.												
Consider the ideas, opinions, and feelings of others.												
Be aware of the possible consequences of personal actions on others.												
Express compassion.												
	Demonstrate a sense of justice.											
			Be sensitive to the attitudes and values of others.									
			Realize that what happens to others may have an effect on them.									
	Encourage the contributions of others.											

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

Objective: The student will identify the issue, state alternative choices, and make judgments.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Make choices.												
Identify options available for resolving a problem.												
	Identify the consequences related to the options for resolving a problem.											
			Analyze the consequences related to the options before selecting an option.									
				Develop a position on a given issue by using reliable information obtained through critical thinking skills.								
			Recognize the need to transcend personal choices in order to make decisions for the betterment of the group.									
				Evaluate the outcomes of the decision.								
							Evaluate the decision-making process.					

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.5 Work with others in groups and organizations to achieve mutual goals.

Objective: The student will work with others when planning.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Provide suggestions for the group to consider.												
Listen to proposals from other group members.												
Realize that not all suggestions are acceptable.												
Suggest and/or consider alternatives.												
Work with others to determine which suggestions and/or alternatives will be used.												

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.5 Work with others in groups and organizations to achieve mutual goals.

Objective: The students will work together to find solutions to problems.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
Help define the problem.												
Raise questions for group to consider.												
Help decide what questions must be answered.												
		Help keep group on defined task.										
			Help to decide when outside resources are needed.									
			Help to resolve different opinions.									
				Help to determine when a majority vote or consensus is desirable.								

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Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.3 Work with others in groups and organizations to achieve mutual goals.

Objective: The students will work together to establish and follow a plan of action.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
		Help to select appropriate activities.										
					Help to define roles of participants.							
			Help to estimate resources needed for a job.									
					Help to choose the best qualified individuals for specific roles.							
			Help to set standards for the group.									
			Explore sources of needed materials.									
				Help to decide what to do when a plan fails.								
				Help to decide reporting procedures.								
				Follow the plan as a guide for action.								

PROJECT BASIC OBJECTIVES

1. P.B. 1.2.0.6

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

6.5 Work with others in groups and organizations to achieve mutual goals.

Objective: The student will evaluate the work of the group.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
The student will:												
		Evaluate accomplishments in terms of goals.										
				Analyze ways group worked.								
	Evaluate personal satisfaction from work.											
				Consider ways of working more effectively in the future.								
							Help to determine evaluative techniques.					

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VOCABULARY

Vocabulary In The Social Studies Program

Social studies instruction must help students to develop a concept and geography vocabulary that will help them understand problems, issues, and events of the world.

A social studies concept vocabulary and a geography vocabulary are listed on the following pages. The major grade levels at which each word is taught and/or reviewed are listed. Pretests should be administered at each grade level to determine students' mastery of the concept and geography vocabulary at that grade.

For reference, Appendix B contains concept vocabulary and geography vocabulary lists for each grade.

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
abolition					X		X				X	
acculturation										X		
advancement								X	X			
advertising								X	X			
affirmative action											X	X
agency								X	X			
aggression										X	X	X
agrarian						X	X	X		X		
agribusiness								X	X			X
agriculture			X	X	X	X	X	X		X	X	
alien							X				X	
alienation									X		X	X
allegiance		X					X					
alliance									X	X	X	X
allies									X	X	X	
ambition								X	X			
amendment					X		X	X	X		X	X
American	X	X	X									
anarchy									X	X	X	
ancient						X				X		
animism										X		
antebellum											X	
anthropology										X		
appeal							X		X		X	X
appeasement										X	X	
appellate jurisdiction									X		X	
applicant								X	X			
appointments							X	X	X		X	X
apprenticeship					X			X	X	X		
aptitude								X	X			
arbitration								X	X	X	X	X
archeology										X		
architecture						X	X	X	X	X	X	
aristocracy							X	X	X		X	
armistice										X	X	

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
arms							X		X	X	X	
arms race									X	X	X	X
art			X			X	X			X	X	
article							X	X	X	X	X	
artifact				X				X		X		
assassination							X			X	X	X
assembly				X			X	X	X		X	
assembly line								X	X	X	X	
asset								X	X			
assimilation										X	X	
attitude								X	X			
attorney								X	X			
attorney general								X	X	X	X	X
authority							X	X	X	X	X	X
autocracy									X	X		
automation								X			X	
autumn	X	X	X									
avocation								X	X			
bail									X			
bailiff									X			
balance of power									X	X	X	X
balance of trade								X	X	X	X	X
ballot							X	X	X		X	X
bank		X					X	X				
bankruptcy								X	X		X	X
barbarian										X		
barter			X			X	X	X		X		
beliefs			X	X	X	X	X	X		X		
benefits								X	X			
bicameral							X	X	X		X	X
bill							X	X	X	X	X	X
Bill of Rights					X		X		X		X	
blacklist											X	
blockade							X		X	X	X	
board								X	X			

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
bond								X	X		X	X
boss								X	X		X	
boundaries				X	X	X	X	X				
boycott							X	X	X	X	X	X
branch					X		X	X	X			
branches of government							X	X	X		X	X
budget								X	X		X	X
business		X	X	X	X		X	X	X			
cabinet							X	X	X		X	X
campaign							X	X	X		X	X
candidates							X	X	X		X	X
capital								X	X		X	X
capital - cities			X	X	X							
capitalism								X	X	X	X	X
career					X			X	X			
career cluster								X	X			
caste system			X							X		
caucus								X	X			X
celebration		X	X									
censorship							X	X	X	X	X	X
censure									X			X
census							X		X		X	X
checks and balances							X	X	X		X	X
citizen		X	X	X	X				X			
citizenship								X	X		X	X
city	X	X	X									
civic								X	X			
civilization						X				X		
civil rights									X		X	X
civil service								X	X		X	X
civil war					X		X	X	X		X	X
clan						X				X		
clothing	X		X									
coalition									X			X

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
cold war									X	X	X	X
collective bargaining								X			X	X
colonial				X	X		X	X			X	
colonialism								X		X	X	X
colonist				X	X		X				X	
colony				X	X		X			X	X	
command economy									X	X		X
commander-in-chief							X		X		X	
commerce								X	X	X	X	X
commissions								X	X			X
committee			X	X	X	X		X	X			
common law									X			X
common market						X				X	X	X
commune						X				X		X
communication		X	X	X								
communism						X		X	X	X	X	X
community		X	X									
compromise							X	X	X	X	X	X
concurrent powers									X		X	X
confederation							X		X		X	
conflict							X			X	X	X
congress							X		X		X	X
conquest							X			X	X	
conscientious objector									X		X	X
conscription							X		X	X	X	X
conservation			X	X	X	X		X			X	X
conservative								X	X		X	X
constituency								X	X		X	X
constitution					X		X	X	X		X	X
constitutional monarchy									X	X		X
construction								X	X			
consumer					X			X			X	X
consumer and homemaking								X	X			
containment											X	X
contemporary										X	X	X

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
contraband							X				X	X
contract								X	X			
convention							X	X	X		X	X
corporation							X	X	X		X	X
council									X			
counsel									X			X
country	X	X	X		X	X						
county		X		X				X				
county commissioner								X	X			
county executive								X	X			
county seat				X				X	X			
coup d'etat										X		X
court									X			X
credit								X	X		X	X
crime								X	X			X
crisis							X			X	X	X
crops		X	X	X	X	X						
crusade										X	X	
culture			X		X	X				X		
custom			X			X			X	X		
deed									X			
defendant									X			
defense									X	X		
deficit								X	X			X
deflation								X		X	X	X
delegate				X	X		X	X				
delegated powers									X			X
demand								X				X
democracy				X			X	X	X	X	X	
department									X			X
depression								X	X	X	X	X
desegregation					X			X			X	X
despotism										X	X	
detante											X	X
dictatorship									X	X	X	X
diplomacy							X		X	X	X	X

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
disarmament									X	X	X	X
discrimination						X		X	X	X	X	X
disobedience							X	X	X		X	X
dissent							X		X		X	X
district								X	X			
division of labor										X		
domestic								X	X		X	X
domesticate										X		
due process								X	X			X
duty							X	X	X		X	X
dynasty						X				X		
easement									X			
economics								X				X
economy				X	X			X			X	X
education		X	X					X	X			
election		X	X	X			X	X	X		X	X
Electoral College							X		X		X	X
electoral votes							X		X		X	X
emancipation							X				X	
embargo							X			X	X	X
emigration							X			X	X	X
eminent domain									X			
empire							X			X	X	X
employment				X	X			X				
enforce								X	X			
entrepreneur								X		X	X	X
environment		X	X	X	X	X						
ethnic								X	X	X	X	X
ethnocentrism										X		
evidence									X			
evolution										X		
excise							X		X		X	X
executive							X	X	X		X	X
expansion					X		X			X	X	X
exploration				X	X		X			X	X	

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
export			X	X	X	X	X	X	X	X	X	X
extradition									X		X	X
factory			X		X			X				
factory system										X		
family	X	X	X									
farm	X	X	X									
fascism						X			X	X	X	X
federal							X		X		X	X
federalism							X		X		X	X
feudalism										X		
filibuster								X	X		X	X
fiscal									X		X	X
flag		X	X			X						
food	X		X									
foreign						X	X		X	X	X	X
foreign policy									X		X	X
freedom		X		X								
free enterprise								X				X
friend	X											
frontier			X		X		X				X	X
geography			X	X	X	X	X	X		X	X	
ghetto										X	X	X
goods and services								X				X
government		X	X	X	X	X	X					
governor				X				X	X			
graft									X		X	X
grievance							X	X	X		X	
Gross National Product												X
growing season		X	X	X	X	X						
guild										X		
habeas corpus									X			X
health		X						X	X			
heritage							X	X	X		X	
history				X	X					X		
holiday		X	X									

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
home	X	X	X									
house of representatives							X		X		X	X
humanism										X		
humanities								X	X	X		
ideology									X	X		X
immigration					X		X	X			X	X
impeachment							X		X		X	X
imperialism										X	X	X
implied powers									X			
import			X	X	X	X	X	X	X	X	X	X
inalienable							X		X		X	X
inauguration							X		X		X	
income				X	X			X	X			
independence					X		X	X	X		X	
industrialization								X		X	X	
industry				X	X			X				
inflation								X		X	X	X
initiative								X	X		X	X
installment plan								X				
institution								X		X		
insurance								X	X			
integration							X	X			X	X
interdependence						X		X		X		
international relations									X	X	X	X
invasion										X	X	X
inventory								X	X			
irrigation			X		X	X				X		
isolationism									X	X	X	X
job	X	X	X									
judge								X	X		X	X
judicial							X	X	X		X	X
judicial review									X		X	
jurisdiction								X	X			X
jury								X	X			
justice							X		X	X	X	X

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
king			X	X	X		X					
labor								X	X			X
laissez-faire								X		X	X	X
land								X				X
law		X	X	X				X	X	X		X
law code									X	X		X
lawsuit									X			
left (wing)									X		X	X
legal					X			X	X			X
legislative							X	X	X			X
lender								X				
libel									X			X
liberal								X	X		X	X
liberation							X			X	X	
liberty					X		X					
license								X				
lobby								X	X		X	X
machine					X							
machine politics											X	X
majority				X	X		X	X	X		X	X
manifest destiny							X				X	
manufacturing				X	X	X		X		X		
market								X		X		X
massacre					X		X			X	X	X
mass production							X	X		X	X	
materialism								X		X		X
mayor								X	X			
melting pot											X	
mercantilism							X			X	X	
merchant				X			X	X		X	X	
Middle Ages										X		
middle of the road									X		X	X
migration				X	X		X			X	X	
militarism										X	X	X
militia					X		X	X	X		X	

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
minority				X	X			X	X		X	X
mixed economy												X
mobility								X				X
moderate								X	X			X
modern			X	X	X	X				X		
monarchy										X		
monetary system								X	X			X
money	X	X	X					X				
monopoly								X			X	X
monotheism										X		
Monroe Doctrine							X				X	X
nation					X		X		X	X	X	X
nationalism							X			X	X	X
natural resources			X	X	X			X				X
natural rights							X			X	X	
Nazism						X				X	X	
needs	X	X				X		X				
negotiation									X		X	
neighbor		X										
Net National Product												X
neutrality										X	X	X
nomad						X				X		
nominate							X	X	X		X	X
nonaligned										X	X	X
nullify							X		X		X	X
occupation			X		X			X	X			
official								X	X			X
oligarchy										X		
organization								X	X			
original jurisdiction									X			X
pardon									X		X	X
party platform							X		X		X	X
passive resistance										X	X	X
patriot					X		X				X	
peasant						X				X		

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
pension								X	X			
personality								X	X			
personal property								X	X			
petition							X	X	X		X	
philosophy								X	X	X	X	X
picket									X		X	
pioneer					X		X				X	
plaintiff									X			
plantation				X	X		X	X			X	
plurality									X		X	X
policy								X	X		X	X
political party							X	X	X	X	X	X
political science									X			
politics							X	X	X		X	X
poll								X	X		X	X
pollution		X	X	X	X	X		X				X
polytheism										X		
popular vote							X		X		X	X
population			X	X	X	X						
populism											X	
poverty				X		X	X	X		X	X	X
power							X	X	X	X	X	X
power politics												X
precedent									X		X	X
prehistoric										X		
prejudice					X	X	X			X	X	X
president	X						X		X		X	X
primary								X	X		X	X
private property								X	X			X
producer					X			X				
product			X	X	X			X				
profit								X				X
progressive									X		X	X
propaganda						X	X		X	X	X	X
prosecution									X			

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
protest							X		X		X	
public property								X	X			X
public services								X	X			X
punishment					X				X			
qualifications							X	X	X		X	
quorum								X	X			
quotas								X	X		X	X
race			X		X	X		X	X	X	X	X
radical							X	X	X	X	X	X
ratify							X	X	X		X	
reactionary								X	X	X	X	X
real property								X	X			
rebel							X	X			X	X
rebellion							X	X		X	X	
recall								X	X		X	X
reciprocity									X			X
recovery								X				X
recreation		X	X					X				
redress							X	X	X		X	
referendum								X	X		X	X
reform										X	X	X
reformation										X		
refugee										X	X	X
regime												X
region					X	X		X				
regulation									X		X	X
religion			X	X		X		X		X		
renaissance										X		
repeal								X	X		X	X
representative				X			X		X			
republic							X		X	X	X	
reserved powers									X			
resolution								X	X			
resources			X	X	X	X		X	X			X
responsibility		X						X	X			

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
revenue									X		X	X
revolution					X		X	X		X	X	X
right (wing)									X		X	X
rights					X		X	X	X			
rules	X	X		X				X	X			
rural		X	X	X	X	X		X				
sabotage							X			X	X	X
safety	X	X										
salary								X	X			
satellite										X	X	X
search and seizure							X		X		X	X
season	X	X	X									
secede					X		X				X	
sectionalism							X				X	
secularism										X		
sedition											X	
segregation					X		X	X			X	X
self-determination									X			
senate							X	X	X	X	X	X
seniority								X	X			X
sentencing									X			
separation of church and state							X	X	X	X	X	X
separation of powers							X		X		X	X
service		X										
settlers			X	X	X		X				X	
sexism								X				X
shelter		X	X									
slander									X			X
slavery					X		X	X		X	X	
social class						X				X		
socialism									X	X		
social mobility											X	X
social security								X	X		X	X
society						X				X		
sovereignty							X		X	X	X	

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
spoils							X				X	
spring	X	X	X									
state				X	X							
states' rights							X		X		X	X
stereotype						X	X	X	X	X	X	X
stock											X	X
strike							X				X	X
subsistence										X	X	X
suburban								X			X	X
subversive									X	X	X	X
suffrage							X	X	X		X	X
summer	X	X	X									
supply								X				X
supreme									X		X	X
surplus								X	X	X	X	X
symbol		X										
tariff							X	X	X		X	X
taxation				X	X		X	X	X		X	X
technology										X	X	
terrorism												X
toleration				X			X	X		X	X	
tools	X			X		X		X	X	X		
totalitarian									X	X	X	X
tourism			X	X	X			X				
town		X							X			
trade			X		X	X		X				
tradition			X			X						
transcripts								X	X			
transportation		X	X	X	X							
treason							X		X		X	
treaties							X		X	X	X	X
trial									X			
tribe			X	X		X		X		X		
trough												X
trust											X	

SOCIAL STUDIES CONCEPT VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
tyranny							X			X	X	
unicameral									X			
unification										X		
union							X	X	X		X	X
United Nations						X				X	X	X
urban			X		X			X				
values								X	X	X		
verdict									X			
veto								X	X		X	X
vocation								X	X			
vocational education								X	X			
vote		X		X			X	X	X		X	X
voyage			X	X								
wages								X	X			
wants	X	X						X				
war					X		X					
warrant									X			
wealth								X	X			X
winter	X	X	X									
witness								X	X			
work	X	X	X					X				
work ethics								X	X			

SOCIAL STUDIES GEOGRAPHY VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
Africa			X			X				X	X	X
altitude				X	X	X	X					
antarctic			X			X				X		
antarctic circle			X			X				X		
arctic circle			X			X				X		
Arctic Ocean			X			X	X			X		
Asia			X			X				X		X
Atlantic Ocean			X	X	X	X	X			X	X	
atlas				X	X	X	X					
Australia			X			X				X		
axis			X			X				X		
bay		X	X	X	X	X						
boundary				X	X	X	X					
canyon					X	X	X					
climate			X	X	X	X						
climate map				X	X	X						
coastline			X	X	X	X						
compass rose						X				X		
continent		X	X			X						
contour map						X	X	X		X		
delta					X	X	X			X		
demographic map						X		X	X	X	X	X
desert			X		X	X						
distortion						X				X		
earth	X		X									
east		X	X	X	X	X						
economic map						X		X		X	X	X
elevation				X	X	X						
equator			X			X				X		
Europe			X			X				X	X	X
fjord			X									
glacier			X		X	X				X		
globe	X		X			X						
grid system						X		X		X		
gulf					X	X				X	X	

SOCIAL STUDIES GEOGRAPHY VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
hemisphere			X			X	X			X	X	
incline						X						
Indian Ocean			X			X	X					
international date line						X				X		X
island		X		X		X						
isthmus						X				X	X	
lake		X										
land	X											
latitude					X	X				X		
legend				X	X	X	X	X		X		
longitude					X	X				X		
magnetic poles						X						
map	X		X									
map key			X	X	X	X		X				
map projection						X				X		
map scale				X	X	X		X				
meridian						X				X		
model	X											
mountain		X	X									
north		X	X	X	X	X						
North America			X			X	X			X	X	X
North Pole			X	X	X	X						
ocean		X	X			X						
Pacific Ocean			X		X	X				X	X	
peninsula			X		X	X		X		X		
physical features				X	X	X						
physical map				X	X	X		X				
piedmont				X		X	X	X			X	
plateau				X	X	X				X		
political map				X	X	X	X	X	X	X	X	X
precipitation map				X	X	X		X		X		
prime meridian						X				X		
product map				X	X	X		X		X	X	X
region				X	X	X	X					
resource map				X	X	X		X				

SOCIAL STUDIES GEOGRAPHY VOCABULARY

WORD	1	2	3	4	5	6	7	8	9	10	11	12
river		X	X									
rotation		X	X			X				X		
sea			X			X						
sea level				X		X				X		
south		X	X	X	X	X						
South America			X			X	X			X	X	X
South Pole			X	X	X	X						
space	X											
sphere			X			X				X		
symbol		X	X	X	X	X						
time zone						X				X		X
topography						X		X		X	X	
tributary					X	X		X		X		
Tropic of Cancer						X				X		
Tropic of Capricorn						X				X		
valley			X		X							
water	X											
weather		X	X									
weather map					X	X						
west		X	X	X	X	X						
world	X		X									

APPENDIXES

APPENDIX A

PROJECT BASIC OBJECTIVES

COMPETENCY: FOLLOWING DIRECTIONS

CODE NUMBER	OBJECTIVE
1.1.0.1	-Interpret basic directional-type vocabulary from road signs needed for walking
1.1.0.2	-Interpret basic directional-type vocabulary from signs located in and on buildings
1.1.0.3	-Interpret basic directional-type vocabulary from textbook instructions
1.2.0.1	-Follow directions written in sequential order to know what to do in case of an emergency
1.2.0.2	-Follow directions written in sequential order to complete a school or job assignment
1.2.0.3	-Follow directions written in sequential order to play a game
1.2.0.4	-Follow directions written in sequential order to assemble an item from a "do-it-yourself" kit
1.2.0.5	-Follow directions written in sequential order to prepare food from a recipe
1.2.0.6	-Follow directions written in sequential order to follow a pattern
1.2.0.7	-Follow directions written in sequential order to operate a household appliance
1.2.0.8	-Follow directions written in sequential order to use a voting machine
1.2.0.9	-Follow directions written in sequential order to provide care for children
1.2.1.0	-Follow directions written in sequential order to administer first aid
1.3.0.1	-Interpret caution and warning signs to know how to protect oneself and others from injury or inconvenience
1.3.0.2	-Interpret labels on packages and containers to know how to protect oneself and others from injury or inconvenience
1.4.0.1	-Find a location in a building, on a street and in the local community by using maps and transportation schedules
1.4.0.2	-Find a location for a job by using a work schedule or map
1.4.0.3	-Read maps to find a location in the county
1.4.0.4	-Find a location in the vicinity by using mass transportation maps

COMPETENCY: LOCATING REFERENCES

CODE NUMBER	OBJECTIVE
2.1.0.1	-Locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.2	-Locate references within a trade-book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings
2.1.0.3	-Locate references within a job manual for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings
2.1.0.4	-Locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.5	-Locate references within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.6	-Locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.7	-Locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.8	-Locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.1.0.9	-Locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings

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PROJECT BASIC OBJECTIVES

COMPETENCY: LOCATING REFERENCES (CONTINUED)

CODE NUMBER	OBJECTIVE
2.1.1.1	-Locate references within a TV Guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings
2.2.0.1	-Locate references within a multi-volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references
2.2.0.2	-Locate references within the Reader's Guide for use in school, on a job, or at home by utilizing headings, indices, and cross references
2.2.0.3	-Locate references within index volumes for use in school, on a job, or at home, by utilizing headings, indices, and cross references
2.2.0.4	-Locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references
2.3.0.1	-Locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library
2.3.0.2	-Locate references within a multi-resource center for use in school, on a job, or at home by utilizing reference books and materials
2.3.0.3	-Locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles

COMPETENCY: GAINING INFORMATION

CODE NUMBER	OBJECTIVE
4.1.0.1	-Identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society
4.1.0.2	-Elicit necessary information for school from textbook assignments
4.2.0.1	-Elicit necessary information for a vocation from training manuals
4.2.0.2	-Elicit necessary information for a vocation from safety and job requirements
4.2.0.3	-Elicit necessary information for a vocation from a memorandum
4.2.0.4	-Elicit necessary information for a vocation from want ads
4.2.0.5	-Elicit necessary information for a vocation from work schedules
4.2.0.6	-Elicit necessary information for a vocation from company policy statements
4.2.0.7	-Elicit necessary information for a vocation from union contracts
4.3.0.1	-Elicit necessary information for societal purposes from public announcements
4.3.0.2	-Elicit necessary information for societal purposes from legal documents
4.3.0.3	-Elicit necessary information for societal purposes from newspaper materials
4.3.0.4	-Elicit necessary information for societal purposes from political materials
4.3.0.5	-Elicit necessary information for the home from a calendar
4.4.0.1	-Elicit necessary information for societal purposes from newspaper ads
4.4.0.2	-Elicit necessary information for the home from bills
4.4.0.3	-Elicit necessary information for the home from sales policies
4.4.0.4	-Elicit necessary information for the home from consumer information
4.4.0.5	-Elicit necessary information for the home from government pamphlets
4.4.0.6	-Elicit necessary information for the home from contracts
4.4.0.7	-Elicit necessary information for the home from lease agreements

COMPETENCY: UNDERSTANDING FORMS

CODE NUMBER	OBJECTIVE
5.1.0.1	-Report personal information on school forms
5.1.0.2	-Report personal information on tax forms

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PROJECT BASIC OBJECTIVES

COMPETENCY: UNDERSTANDING FORMS (CONTINUED)

CODE NUMBER	OBJECTIVE
5.1.0.3	-Report personal information on insurance forms
5.1.0.4	-Report personal information on social security forms
5.1.0.5	-Report personal information on medical forms
5.1.0.6	-Report personal information on vocational application forms
5.1.0.7	-Report personal information on application forms
5.1 0.8	-Report personal information on armed services forms
5.2.0.1	-Translate financial agreements, such as sales slips
5.2.0.2	-Translate financial agreements on mail order purchase forms
5.2.0.3	-Translate financial agreements on credit card policies
5.2.0.4	-Translate financial agreements on bank statements
5.2.0.5	-Translate financial agreements on notes and loans
5.2.0.6	-Translate financial agreements on sales and rent agreements
5.2.0.7	-Translate financial agreements on subscriptions
5.2.0.8	-Translate financial agreements on long-term financial agreements
5.2.0.9	-Translate financial agreements on hotel reservations

COMPETENCY: RECORDING PERSONAL INFORMATION FOR SELF AND OTHERS

CODE NUMBER	OBJECTIVE
1.1.1.1	-Copy specific information from a schedule
1.1.1.3	-Write lists
1.1.1.4	-Take notes from spoken or written materials
1.1.1.19	-Write own full address including zip code
1.1.1.20	-Write own telephone number including area code
1.1.1.22	-Record full names of own parents or guardians, brothers and sisters
1.1.1.25	-Write names and telephone numbers of persons to contact in case of emergency

COMPETENCY: WRITING MESSAGES AND REPORTS

CODE NUMBER	OBJECTIVE
1.2.1.1	-Record oral messages that include time entries
1.2.1.3	-Write directions to a specified location
1.2.1.5	-Write signs of warning
1.2.1.6	-Write minutes of a meeting
1.2.1.7	-Write an accident report
1.2.1.8	-Write own resume including educational and work experience
1.2.1.9	-Write bills and receipts for services

COMPETENCY: WRITING LETTERS

CODE NUMBER	OBJECTIVE
1.2.2.1	-Write a friendly letter
1.2.2.3	-Write an answer to an invitation
1.2.2.4	-Write a thank-you note
1.2.2.6	-Write an invitation
1.2.2.10	-Write a letter of application for a job

PROJECT BASIC OBJECTIVES

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COMPETENCY: WRITING LETTERS (CONTINUED)

CODE NUMBER	OBJECTIVE
1.2.2.11	-Write a letter of complaint to a company
1.2.2.13	-Write a letter of request in business letter form
1.2.2.14	-Write a letter of response to a letter received

COMPETENCY: COMPLETING FORMS

CODE NUMBER	OBJECTIVE
1.2.3.1	-Complete financial forms
1.2.3.2	-Complete license forms
1.2.3.3	-Complete order forms
1.2.3.4	-Complete application forms
1.2.3.7	-Complete personal information cards

COMPETENCY: WRITING SENTENCES AND COHERENT PARAGRAPHS

CODE NUMBER	OBJECTIVE
1.2.4.1	-Write a sentence that makes a statement
1.2.4.2	-Expand sentences by using descriptive words and phrases
1.2.4.7	-Write two or more related sentences on a single topic or idea
1.2.4.16	-Write a paragraph that is developed through narration
1.2.4.17	-Write a paragraph that explains a process
1.2.4.18	-Write a paragraph in response to a question
1.2.4.19	-Write a paragraph that describes a person, place or object
1.2.4.20	-Write a paragraph to summarize ideas read or heard
1.2.4.40	-Write a sentence that asks a question
1.2.4.41	-Write a sentence that expresses a strong feeling
1.2.4.42	-Write a sentence that gives a command
1.2.4.43	-Write sentences using a variety of sentence structures

COMPETENCY: KNOWING PHYSICAL HEALTH AND SAFETY PRACTICES

CODE NUMBER	OBJECTIVE
2.1.1.1	-Describe the positive and negative effects of drugs on the human body
2.1.1.2	-Describe the positive and negative effects of food on the human body
2.1.1.3	-Identify personal health practices
2.1.1.7	-Demonstrate emergency first aid procedures
2.1.1.8	-Describe functions of the systems of the human body
2.1.1.9	-Identify the symptoms of common illnesses
2.1.1.12	-Demonstrate safety practices
2.1.1.14	-Identify the basic components of a well-balanced and nutritious diet
2.1.1.15	-Identify methods for the prevention and control of communicable diseases

COMPETENCY: UNDERSTANDING THE INTERACTION OF PEOPLE WITH THE NATURAL ENVIRONMENT

CODE NUMBER	OBJECTIVE
2.2.1.1	-Describe how humans are part of an environmental system
2.2.1.2	-Describe ways to conserve natural resources

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PROJECT BASIC OBJECTIVES

COMPETENCY: UNDERSTANDING THE INTERACTION OF PEOPLE WITH THE NATURAL ENVIRONMENT (CONTINUED)

CODE NUMBER	OBJECTIVE
2.2.1.4	-Identify the basic necessities of living things
2.2.1.6	-Explain the major types of pollution in the environment

COMPETENCY: KNOWING COMMUNITY RESOURCES

CODE NUMBER	OBJECTIVE
2.3.1.2	-Locate sources of information about public services
2.3.1.3	-Identify formal and informal educational opportunities available in the local community
2.3.1.9	-Explain services provided by the public library
2.3.1.14	-Identify protective services in the community
2.3.1.15	-Identify legal services provided by the community
2.3.1.19	-Identify public and private organizations that provide health services
2.3.1.21	-Identify public and private organizations that provide financial and support services

COMPETENCY: KNOWING CONSUMER RIGHTS AND RESPONSIBILITIES

CODE NUMBER	OBJECTIVE
2.4.1.4	-Identify state and federal regulations related to consumer credit
2.4.1.6	-Identify the obligations on participating parties in legal documents
2.4.1.7	-Identify sales techniques which may deceive the consumer

COMPETENCY: UNDERSTANDING THE MANAGEMENT OF PERSONAL FINANCES

CODE NUMBER	OBJECTIVE
2.4.2.1	-Prepare a budget for an individual or family
2.4.2.2	-Demonstrate use of a checking account
2.4.2.3	-Identify information necessary for preparing tax forms
2.4.2.4	-List the reasons for maintaining accurate personal financial records

COMPETENCY: UNDERSTANDING CONSUMER ECONOMICS

CODE NUMBER	OBJECTIVE
2.4.3.1	-Identify the advantages and disadvantages of using credit
2.4.3.2	-Identify the functions of types of insurance
2.4.3.3	-Describe how to use the social security system
2.4.3.4	-Demonstrate the uses of consumer aids in shopping
2.4.3.11	-Demonstrate comparison shopping skills in shopping for various goods and services
2.4.3.13	-Identify types of taxes and their uses

COMPETENCY: DEMONSTRATING SOCIAL AWARENESS

CODE NUMBER	OBJECTIVE
2.5.1.9	-Give examples of how an individual's personal behavior affects the behavior of others
2.5.1.24	-Recognize the right of individuals to have differing points of view
2.5.1.25	-Identify the ways in which common social values impact on society
2.5.1.26	-Develop a position on a given social issue using decision-making skills

PROJECT BASIC OBJECTIVES

COMPETENCY: POSSESSING EFFECTIVE PARENTING SKILLS

CODE NUMBER	OBJECTIVE
2.5.2.1	-Identify the responsibilities and rights of parenthood
2.5.2.3	-Describe certain factors influencing human sexuality

COMPETENCY: KNOWING CIVIC RESPONSIBILITIES IN A DEMOCRATIC SOCIETY

CODE NUMBER	OBJECTIVE
3.1.1.1	-Identify the principles of democracy
3.1.1.3	-Identify the legal responsibilities of citizenship
3.1.1.4	-Identify the personal responsibilities of citizenship
3.1.1.6	-Explain the value of individual differences in maintaining a democratic society

COMPETENCY: UNDERSTANDING THE VALUES, FUNCTIONS AND LIMITATIONS OF A SYSTEM OF LAW

CODE NUMBER	OBJECTIVE
3.2.1.2	-Identify the benefits that a citizen receives from a system of law
3.2.1.8	-Explain property rights
3.2.1.10	-Identify the legal means of resolving conflict
3.2.1.11	-Describe the constitutional and political processes for removing a law
3.2.1.12	-Describe the constitutional and political processes for making a law

COMPETENCY: KNOWING AND EXERCISING INDIVIDUAL, GROUP, AND SOCIETAL RIGHTS

CODE NUMBER	OBJECTIVE
3.3.1.3	-Give examples of the rights and freedoms guaranteed in the Bill of Rights
3.3.1.8	-Explain ways to protect rights of individuals
3.3.1.10	-Identify legal means of dissent and protest against violation of rights

COMPETENCY: DEMONSTRATING A KNOWLEDGE OF THE ORGANIZATION OF LOCAL, STATE AND NATIONAL GOVERNMENTS

CODE NUMBER	OBJECTIVE
3.4.1.2	-Define the United States and Maryland executive branches of government
3.4.1.3	-Define the United States and Maryland legislative branches of government
3.4.1.4	-Define the United States and Maryland judicial branches of government
3.4.1.6	-Compare and contrast various forms of national government with that of the United States
3.4.1.7	-Compare constitutional powers delegated to local, state and federal government
3.4.1.9	-Explain the role of the political party system in a democratic government

COMPETENCY: DEMONSTRATING AN UNDERSTANDING OF THE PROCESSES OF GOVERNMENT

CODE NUMBER	OBJECTIVE
3.4.2.3	-Describe the selection processes for elected and appointed officials
3.4.2.9	-Identify titles and responsibilities of major elected and appointed local, state and federal public officials
3.4.2.10	-Describe the functions and powers of the United States and Maryland judicial branches
3.4.2.11	-Describe the functions and powers of the United States and Maryland legislative branches
3.4.2.12	-Describe the functions and powers of the United States and Maryland executive branches

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PROJECT BASIC OBJECTIVES

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COMPETENCY: DEMONSTRATING AN AWARENESS OF CIVIC AFFAIRS AND PROCESSES

CODE NUMBER	OBJECTIVE
3.5.1.1	-Evaluate the actions of public officials on the basis of a given set of criteria
3.5.1.2	-Evaluate the reliability of public information on the basis of a given set of criteria
3.5.1.3	-Identify sources of information about current issues and events

COMPETENCY: UNDERSTANDING THE NATURE, STRUCTURE, AND REQUIREMENTS OF WORK

CODE NUMBER	OBJECTIVE
4.1.1.1	-Identify the advantages that individuals can derive from work
4.1.1.9	-Identify ways to enter the world of work
4.1.1.14	-Identify the skills, knowledge and training required for major occupational categories
4.1.1.15	-Identify school subjects which help develop skills, knowledge and training in specific occupations
4.1.1.19	-Identify basic requirements for employment in specific jobs

COMPETENCY: IDENTIFYING AND RELATING PERSONAL QUALITIES TO EMPLOYMENT

CODE NUMBER	OBJECTIVE
4.2.1.1	-Match local occupational opportunities with personal interests and abilities
4.2.1.2	-Identify occupations which relate to personal interests, aptitudes and values
4.2.1.8	-Identify qualities employers commonly seek in job applicants
4.2.1.9	-Describe behavior that is appropriate for a particular work situation
4.2.1.10	-Describe the importance of time in a particular work setting

COMPETENCY: APPLYING JOB-SEEKING SKILLS

CODE NUMBER	OBJECTIVE
4.3.1.1	-Develop a profile of personal characteristics based on school, work, test results and nonschool activities
4.3.1.5	-Demonstrate skills, attitudes and behaviors important for a job interview
4.3.1.7	-Identify employers and job opportunities in the local and surrounding communities

COMPETENCY: DEMONSTRATING CAREER PLANNING AND DEVELOPMENT SKILLS

CODE NUMBER	OBJECTIVE
4.4.1.3	-Identify alternative personal career goals
4.4.1.4	-Identify steps for making career decisions
4.4.1.5	-Identify alternative ways to reach career goals
4.4.1.6	-Identify educational opportunities available in selected careers
4.4.1.7	-Identify criteria for selecting programs, schools and courses designed to prepare an individual for a job
4.4.1.15	-Identify job characteristics which may affect career choice
4.4.1.20	-Use school and community resources to obtain career information

APPENDIX B

GRADE ONE VOCABULARY

Concept Vocabulary

American
autumn
city
clothing
country
family
farm
food
friend
home
job
money
needs
president
rules
safety
season
spring
summer
tools
wants
winter
work

Geography Vocabulary

earth
globe
land
map
model
space
water
world

GRADE TWO VOCABULARY

Concept Vocabulary

allegiance
American
autumn
bank
business
celebration
citizen
city
communication
community
country
county
crops
education
election
environment
family
farm
flag
freedom
government
growing season
health
holdiay
home
job
law
money
needs
neighbor
pollution
recreation
responsibility
rules
rural
safety
season
service
shelter
spring
summer
symbol
town
transportation
vote
wants
winter
work

Geography Vocabulary

bay
continent
east
island
lake
mountain
north
ocean
river
rotation
south
symbol
weather
west

GRADE THREE VOCABULARY

Concept Vocabulary

agriculture
American
art
autumn
barter
beliefs
business
capital - cities
caste system
celebration
citizen
city
clothing
committee
communication
community
conservation
country
crops
culture
custom
education
election
environment
export
factory
family
farm
flag
food
frontier
geography
government
growing season
holiday
home
import
irrigation
job
king
law
modern
money
natural resources
occupation
pollution
population
product
race
recreation
religion
resources
rural
season
settlers
shelter
spring
summer
tourism
trade
tradition
transportation
tribe
urban
voyage
winter
work

Geography Vocabulary

Africa
antarctic
antarctic circle
arctic circle
Arctic Ocean
Asia
Atlantic Ocean
Australia
axis
bay
climate
coastline
continent
desert
earth
east
equator
Europe
fjord
glacier
globe
hemisphere
Indian Ocean
map
map key
mountain
north
North America
North Pole
ocean

GRADE THREE VOCABULARY

Geography Vocabulary (Cont'd.)

Pacific Ocean
peninsula
river
rotation
sea
south
South America
South Pole
sphere
symbol
valley
weather
west
world

GRADE FOUR VOCABULARY

Concept Vocabulary

agriculture
artifact
assembly
beliefs
boundaries
business
capital - cities
citizen
colonial
colonist
colony
committee
communication
conservation
county
county seat
crops
delegate
democracy
economy
election
employment
environment
exploration
export
freedom
geography
government
governor
growing season
history
import
income
industry
king
law
majority
manufacturing
merchant
migration
minority
modern
natural resources
plantation
pollution
population
poverty
product
religion
representative
resources
rules
rural
settlers
state
taxation
toleration
tools
tourism
transportation
tribe
vote
voyage

Geography Vocabulary

altitude
Atlantic Ocean
atlas
bay
boundary
climate
climate map
coastline
east
elevation
island
legend
map key
map scale
north
North Pole
physical features
physical map
piedmont
plateau
political map
precipitation map
product map
region
resource map
sea level
south
South Pole
symbol
west

GRADE FIVE VOCABULARY

Concept Vocabulary

abolition
agriculture
amendment
apprenticeship
beliefs
Bill of Rights
boundaries
branch
business
capital - cities
career
citizen
civil war
colonial
colonist
colony
committee
conservation
constitution
consumer
country
crops
culture
delegate
desegregation
economy
employment
environment
expansion
exploration
export
factory
frontier
geography
government
growing season
history
immigration
import
income
independence
industry
irrigation
king
legal
liberty
machine
majority
manufacturing
massacre
migration
militia
minority
modern
nation
natural resources
occupation
patriot
pioneer
plantation
pollution
population
prejudice
producer
product
punishment
race
region
resources
revolution
rights
rural
secede
segregation
settlers
slavery
state
taxation
tourism
trade
transportation
urban
war

Geography Vocabulary

altitude
Atlantic Ocean
atlas
bay
boundary
canyon
climate
climate map
coastline
delta
desert
east
elevation
glacier

GRADE FIVE VOCABULARY

Geography Vocabulary (Cont'd.)

gulf
latitude
legend
longitude
map key
map scale
north
North Pole
Pacific Ocean
peninsula
physical features
physical map
plateau
political map
precipitation map
product map
region
resource map
south
South Pole
symbol
tributary
valley
weather map
west

GRADE SIX VOCABULARY

Concept Vocabulary

agrarian
agriculture
ancient
architecture
art
barter
beliefs
boundaries
civilization
clan
committee
common market
commune
communism
conservation
country
crops
culture
custom
discrimination
dynasty
environment
export
fascism
flag
foreign
geography
government
growing season
import
interdependence
irrigation
manufacturing
modern
Nazism
needs
nomad
peasant
pollution
population
poverty
prejudice
propaganda
race
region
religion
resources
rural
social class
society
stereotype
tools
trade
tradition
tribe
United Nations

Geography Vocabulary

Africa
altitude
antarctic
antarctic circle
arctic circle
Arctic Ocean
Asia
Atlantic Ocean
atlas
Australia
axis
bay
boundary
canyon
climate
climate map
coastline
compass rose
continent
contour map
delta
demographic map
desert
distortion
east
economic map
elevation
equator
Europe
glacier
globe
grid system
gulf
hemisphere
incline
Indian Ocean
international date line
island
isthmus
latitude
legend

GRADE SIX VOCABULARY

Geography Vocabulary (Cont'd.)

longitude
magnetic poles
map key
map projection
map scale
meridian
north
North America
North Pole
ocean
Pacific Ocean
peninsula
physical features
physical map
piedmont
plateau
political map
precipitation map
prime meridian
product map
region
resource map
rotation
sea
sea level
south
South America
South Pole
sphere
symbol
time zone
topography
tributary
Tropic of Cancer
Tropic of Capricorn
weather map
west

GRADE SEVEN VOCABULARY

Concept Vocabulary

abolition
agrarian
agriculture
alien
allegiance
amendment
appeal
appointments
architecture
aristocracy
arms
art
article
assassination
assembly
authority
ballot
bank
barter
beliefs
bicameral
bill
Bill of Rights
blockade
boundaries
boycott
branch
branches of government
business
cabinet
campaign
candidates
censorship
census
checks and balances
civil war
colonial
colonist
colony
commander-in-chief
compromise
confederation
conflict
congress
conquest
conscription
constitution
contraband
convention
corporation
crisis
delegate
democracy
diplomacy
disobedience
dissent
duty
election
Electoral College
electoral votes
emancipation
embargo
emigration
empire
excise
executive
expansion
exploration
export
federal
federalism
foreign
frontier
geography
government
grievance
heritage
house of representatives
immigration
impeachment
import
inalienable
inauguration
independence
integration
judicial
justice
king
legislative
liberation
liberty
majority
manifest destiny
massacre
mass production
mercantilism
merchant
migration
militia

GRADE SEVEN VOCABULARY

Concept Vocabulary (Cont'd.)

Monroe Doctrine
nation
nationalism
natural rights
nominate
nullify
party platform
patriot
petition
pioneer
plantation
political party
politics
popular vote
poverty
power
prejudice
president
propaganda
protest
qualifications
radical
ratify
rebel
rebellion
redress
representative
republic
revolution
rights
sabotage
search and seizure
secede
sectionalism
segregation
senate
separation of church and state
separation of powers
settlers
slavery
sovereignty
spoils
states' rights
stereotype
strike
suffrage
tariff
taxation
toleration
treason
treaties
tyranny
union
vote
war

Geography Vocabulary

altitude
Arctic Ocean
Atlantic Ocean
atlas
boundary
canyon
contour map
delta
hemisphere
Indian Ocean
legend
North America
piedmont
political map
region
South America

GRADE EIGHT VOCABULARY

Concept Vocabulary

advancement
advertising
agency
agrarian
agribusiness
agriculture
ambition
amendment
applicant
appointments
apprenticeship
aptitude
arbitration
architecture
aristocracy
article
artifact
assembly
assembly line
asset
attitude
attorney
attorney general
authority
automation
avocation
balance of trade
ballot
bank
bankruptcy
barter
beliefs
benefits
bicameral
bill
board
bond
boss
boundaries
boycott
branch
branches of government
budget
business
cabinet
campaign
candidates
capital
capitalism
career
career cluster
caucus
censorship
checks and balances
citizenship
civic
civil service
civil war
collective bargaining
colonial
colonialism
commerce.
commissions
committee
communism
compromise
conservation
conservative
constituency
constitution
construction
consumer
consumer and homemaking
contract
convention
corporation
county
county commissioner
county executive
county seat
credit
crime
deficit
deflation
delegate
demand
democracy
depression
desegregation
discrimination
disobedience
district
domestic
due process
duty
economics
economy
education
election

GRADE EIGHT VOCABULARY

Concept Vocabulary (Cont'd.)

employment
enforce
entrepreneur
ethnic
executive
export
factory
filibuster
free enterprise
geography
goods and services
governor
grievance
health
heritage
humanities
immigration
import
income
independence
industrialization
industry
inflation
initiative
installment plan
institution
insurance
integration
interdependence
inventory
judge
judicial
jurisdiction
jury
labor
laissez-faire
land
law
legal
legislative
lender
liberal
license
lobby
majority
manufacturing
market
mass production
materialism
mayor
merchant
militia
minority
mobility
moderate
monetary system
money
monopoly
natural resources
needs
nominate
occupation
official
organization
pension
personality
personal property
petition
philosophy
plantation
policy
political party
politics
poll
pollution
poverty
power
primary
private property
producer
product
profit
public property
public services
qualifications
quorum
quotas
race
radical
ratify
reactionary
real property
rebel
rebellion
recall
recovery
recreation
redress
referendum

GRADE EIGHT VOCABULARY

Concept Vocabulary (Cont'd.)

region
religion
repeal
resolution
resources
responsibility
revolution
rights
rules
rural
salary
segregation
senate
seniority
separation of church and state
sexism
slavery
social security
stereotype
suburban
suffrage
supply
surplus
tariff
taxation
toleration
tools
tourism
trade
transcripts
tribe
union
urban
values
veto
vocation
vocational education
vote
wages
wants
wealth
witness
work
work ethics

Geography Vocabulary

contour map
demographic map
economic map
grid system
legend
map key
map scale
peninsula
physical map
piedmont
political map
precipitation map
product map
resource map
topography
tributary

GRADE NINE VOCABULARY

Concept Vocabulary

advancement
advertising
agency
agribusiness
alienation
alliance
allies
ambition
amendment
anarchy
appeal
appellate jurisdiction
applicant
appointments
apprenticeship
aptitude
arbitration
architecture
aristocracy
arms
arms race
article
assembly
assembly line
asset
attitude
attorney
attorney general
authority
autocracy
avocation
bail
bailiff
balance of power
balance of trade
ballot
bankruptcy
benefits
bicameral
bill
Bill of Rights
blockade
board
bond
boss
boycott
branch
branches of government
budget
business
cabinet
campaign
candidates
capital
capitalism
career
career cluster
caucus
censorship
censure
census
checks and balances
citizen
citizenship
civic
civil rights
civil service
civil war
coalition
cold war
command economy
commander-in-chief
commerce
commissions
committee
common law
communism
compromise
concurrent powers
confederation
congress
conscientious objector
conscription
conservative
constituency
constitution
constitution monarchy
construction
consumer and homemaking
contract
convention
corporation
council
counsel
county commissioner
county executive
county seat
court
credit

GRADE NINE VOCABULARY

Concept Vocabulary (Cont'd.)

crime
custom
deed
defendant
defense
deficit
delegated powers
democracy
department
depression
dictatorship
diplomacy
disarmament
discrimination
disobedience
dissent
district
domestic
due process
duty
easement
education
election
Electoral College
electoral votes
eminent domain
enforce
ethnic
evidence
excise
executive
export
extradition
fascism
federal
federalism
filibuster
fiscal
foreign
foreign policy
governor
graft
grievance
habeas corpus
health
heritage
house of representatives
humanities
ideology
impeachment
implied powers
import
inalienable
inauguration
income
independence
initiative
insurance
international relations
inventory
isolationism
judge
judicial
judicial review
jurisdiction
jury
justice
labor
law
law code
lawsuit
left (wing)
legal
legislative
libel
liberal
lobby
majority
mayor
middle of the road
militia
minority
moderate
monetary system
nation
negotiation
nominate
nullify
occupation
official
organization
original jurisdiction
pardon
party platform
pension
personality
personal property
petition
philosophy

GRADE NINE VOCABULARY

Concept Vocabulary (Cont'd.)

picket
plaintiff
plurality
policy
political party
political science
politics
poll
popular vote
power
precedent
president
primary
private property
progressive
propaganda
prosecution
protest
public property
public services
punishment
qualifications
quorum
quotas
race
radical
ratify
reactionary
real property
recall
reciprocity
redress
referendum
regulation
repeal
representative
republic
reserved powers
resolution
resources
responsibility
revenue
right (wing)
rights
rules
salary
search and seizure
self-determination
senate
seniority
sentencing
separation of church and state
separation of powers
slander
socialism
social security
sovereignty
states' rights
stereotype
subversive
suffrage
supreme
surplus
tariff
taxation
tools
totalitarian
town
transcripts
treason
treaties
trial
unicameral
union
values
verdict
veto
vocation
vocational education
vote
wages
warrant
wealth
witness
work ethics

Geography Vocabulary

demographic map
political map

GRADE TEN VOCABULARY

Concept Vocabulary

acculturation
aggression
agrarian
agriculture
alliance
allies
anarchy
ancient
animism
anthropology
appeasement
apprenticeship
arbitration
archeology
architecture
armistice
arms
arms race
art
article
artifact
assassination
assembly line
assimilation
attorney general
authority
autocracy
balance of power
balance of trade
barbarian
barter
beliefs
bill
blockage
boycott
capitalism
caste system
censorship
civilization
clan
cold war
colonialism
colony
command economy
commerce
common market
commune
communism
compromise
conflict
conquest
conscription
constitutional monarchy
contemporary
coup d'etat
crisis
crusade
culture
custom
defense
deflation
democracy
depression
despotism
dictatorship
diplomacy
disarmament
discrimination
division of labor
domesticate
dynasty
embargo
emigration
empire
entrepreneur
ethnic
ethnocentrism
evolution
expansion
exploration
export
factory system
fascism
feudalism
foreign
geography
ghetto
guild
history
humanism
humanities
ideology
imperialism
import
industrialization
inflation
institution
interdependence
international relations

GRADE TEN VOCABULARY

Concept Vocabulary (Cont'd.)

invasion
irrigation
isolationism
justice
laissez-faire
law
law code
liberation
manufacturing
market
massacre
mass production
materialism
mercantilism
merchant
Middle Ages
migration
militarism
modern
monarchy
monotheism
nation
nationalism
natural rights
Nazism
neutrality
nomad
nonaligned
oligarchy
passive resistance
peasant
philosophy
political party
polytheism
poverty
power
prehistoric
prejudice
propaganda
race
radical
reactionary
rebellion
reform
reformation
refugee
religion
renaissance
republic
revolution
sabotage
satellite
secularism
senate
separation of church and state
slavery
social class
socialism
society
sovereignty
stereotype
subsistence
subversive
surplus
technology
toleration
tools
totalitarian
treaties
tribe
tyranny
unification
United Nations
values

Geography Vocabulary

Africa
antarctic
antarctic circle
arctic circle
Arctic Ocean
Asia
Atlantic Ocean
Australia
axis
compass rose
contour map
delta
demographic map
distortion
economic map
equator
Europe
glacier
grid system
gulf
hemisphere
international date line
isthmus

GRADE TEN VOCABULARY

Geography Vocabulary (Cont'd.)

latitude
legend
longitude
map projection
meridian
North America
Pacific Ocean
peninsula
plateau
political map
precipitation map
prime meridian
product map
rotation
sea level
South America
sphere
time zone
topography
tributary
Tropic of Cancer
Tropic of Capricorn

GRADE ELEVEN VOCABULARY

Concept Vocabulary

bolition
affirmative action
aggression
agriculture
alien
alienation
alliance
allies
amendment
anarchy
antebellum
appeal
appeasement
appellate jurisdiction
appointments
arbitration
architecture
aristocracy
armistice
arms
arms race
art
article
assassination
assembly
assembly line
assimilation
attorney general
authority
automation
balance of power
balance of trade
ballot
bankruptcy
bicameral
bill
Bill of Rights
blacklist
blockade
bond
boss
boycott
branches of government
budget
cabinet
campaign
candidates
capital
capitalism
censorship
census
checks and balances
citizenship
civil rights
civil service
civil war
cold war
collective bargaining
colonial
colonialism
colonist
colony
commander-in-chief
commerce
common market
communism
compromise
concurrent powers
confederation
conflict
congress
conquest
conscientious objector
conscription
conservation
conservative
constituency
constitution
consumer
containment
contemporary
contraband
convention
corporation
credit
crisis
crusade
deflation
democracy
depression
desegregation
despotism
detante
dictatorship
diplomacy
disarmament
discrimination
disobedience
dissent

GRADE ELEVEN VOCABULARY

Concept Vocabulary (Cont'd.)

domestic
duty
economy
election
Electoral College
electoral votes
emancipation
embargo
emigration
empire
entrepreneur
ethnic
excise
executive
expansion
exploration
export
extradition
fascism
federal
federalism
filibuster
fiscal
foreign
foreign policy
frontier
geography
ghetto
graft
grievance
heritage
house of representatives
immigration
impeachment
imperialism
import
inalienable
inauguration
independence
industrialization
inflation
initiative
integration
international relations
invasion
isolationism
judge
judicial
judicial review
justice
laissez-faire
left (wing)
liberal
liberation
lobby
machine politics
majority
manifest destiny
massacre
mass production
melting pot
mercantilism
merchant
middle of the road
migration
militarism
militia
minority
monopoly
Monroe Doctrine
nation
nationalism
natural rights
Nazism
negotiation
neutrality
nominate
nonaligned
nullify
pardon
party platform
passive resistance
patriot
petition
philosophy
picket
pioneer
plantation
plurality
policy
political party
politics
poll
popular vote
populism
poverty
power
precedent
prejudice

GRADE ELEVEN VOCABULARY

Concept Vocabulary (Cont'd.)

president
primary
progressive
propaganda
protest
qualifications
quotas
race
radical
ratify
reactionary
rebel
rebellion
recall
redress
referendum
reform
refugee
regulation
repeal
republic
revenue
revolution
right (wing)
sabotage
satellite
search and seizure
secede
sectionalism
sedition
segregation
senate
separation of church and state
separation of powers
settlers
slavery
social mobility
social security
sovereignty
spoils
states' rights
stereotype
stock
strike
subsistence
suburban
subversive
suffrage
supreme
surplus
tariff
taxation
technology
toleration
totalitarian
treason
treaties
trust
tyranny
union
United Nations
veto
vote

Geography Vocabulary

Africa
Atlantic Ocean
demographic map
economic map
Europe
gulf
hemisphere
isthmus
North America
Pacific Ocean
piedmont
political map
product map
South America
topography

GRADE TWELVE VOCABULARY

Concept Vocabulary

affirmative action
aggression
agribusiness
alienation
alliance
amendment
appeal
appointments
arbitration
arms race
assassination
attorney general
authority
balance of power
balance of trade
ballot
bankruptcy
bicameral
bill
bond
boycott
branches of government
budget
cabinet
campaign
candidates
capital
capitalism
caucus
censorship
censure
census
checks and balances
citizenship
civil rights
civil service
civil war
coalition
cold war
collective bargaining
colonialism
command economy
commerce
commissions
common law
common market
commune
communism
compromise
concurrent powers
conflict
congress
conscientious objector
conscription
conservation
conservative
constituency
constitution
constitutional monarchy
consumer
containment
contemporary
contraband
convention
corporation
counsel
coup d'etat
court
credit
crime
crisis
deficit
deflation
delegated powers
demand
department
depression
desegregation
detante
dictatorship
diplomacy
disarmament
discrimination
disobedience
dissent
domestic
due process
duty
economics
economy
election
Electoral College
electoral votes
embargo
emigration
empire
entrepreneur
ethnic
excise

GRADE TWELVE VOCABULARY

Concept Vocabulary (Cont'd.)

executive
expansion
export
extradition
fascism
federal
federalism
filibuster
fiscal
foreign
foreign policy
free enterprise
frontier
ghetto
goods and services
graft
Gross National Product
habeas corpus
house of representatives
ideology
immigration
impeachment
imperialism
import
inalienable
inflation
initiative
integration
international relations
invasion
isolationism
judge
judicial
jurisdiction
justice
labor
laissez-faire
land
law
law code
left (wing)
legal
legislative
libel
liberal
lobby
machine politics
majority
market
massacre
materialism
middle of the road
militarism
minority
mixed economy
mobility
moderate
monetary system
monopoly
Monroe Doctrine
nation
nationalism
natural resources
Net National Product
neutrality
nominate
nonaligned
nullify
official
original jurisdiction
pardon
party platform
passive resistance
philosophy
plurality
policy
political party
politics
poll
pollution
popular vote
poverty
power
power politics
precedent
prejudice
president
primary
private property
profit
progressive
propaganda
public property
public services
quotas
race
radical
reactionary
rebel

GRADE TWELVE VOCABULARY

Concept Vocabulary (Cont'd.)

recall
reciprocity
recovery
referendum
reform
refugee
regime
regulation
repeal
resources
revenue
revolution
right (wing)
sabotage
satellite
search and seizure
segregation
senate
seniority
separation of church and state
separation of powers
sexism
slander
socialism
social mobility
social security
states rights
stereotype
stock
strike
subsistence
suburban
subversive
suffrage
supply
supreme
surplus
tariff
taxation
terrorism
totalitarian
treaties
trough
union
United Nations
veto
vote
wealth

Geography Vocabulary

Africa
Asia
demographic map
economic map
Europe
international date line
North America
political map
product map
South America
time zone

GOAL 4: To help students understand and appreciate the history and diversity of world cultures, the reality of human interdependence, and the need for world cooperation.

4.1 Understand the characteristics and development of cultures throughout the world.

4.2 Understand that societies reflect contributions from many cultures.

4.3 Understand major social, economic, and political ideas and events which have shaped the modern world and continue to change it.

4.4 Understand the different ideas, institutions, and processes that precipitate conflict or foster peace.

4.5 Understand and appreciate various dimensions of world interdependence.

4.6 Understand historic and current events from the perspective of diverse cultural and national groups.

GOAL 5: To help students understand the role of culture, technology, and the environment in the location and distribution of human activities.

5.1 Locate and interpret major cultural and physical features.

5.2 Understand the interaction of culture and technology in the use and alteration of the physical environment.

5.3 Understand the characteristics of major economic activities and the factors influencing their location.

5.4 Understand patterns of population growth and settlement in different cultures and environments.

5.5 Understand the role and impact of transportation and communication in linking people and environments.

5.6 Demonstrate respect for the environment.

GOAL 7: To help students demonstrate commitment to human dignity, justice, and democratic processes.

7.1 Demonstrate an understanding of and a commitment to the rule of law.

7.2 Appreciate historical and contemporary conflicts between conscience and respect for authority.

7.3 Appreciate the ideas expressed in the documents and symbols of human freedom.

7.4 Demonstrate respect and support for the rights and dignity of all individuals.

7.5 Demonstrate respect for majority rule and the rights of the minority.

7.6 Assume citizenship responsibilities at the local, state, and national levels.

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